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ABSTRACT

As the last of a four volume final report of a Right to Read preservice, competency-based modular reading specialist project, this volume presents the module outlines for components 10 through 14 of the classroom program. Component 10 (process--theory and practice) stresses the difference between theories of teaching reading and actual classroom experience. The purposes of Component 11 (research and measurement) are to familiarize the student with research relevant to the various aspects of reading instruction, to acquaint students with the fundamentals of research design, to help students recognize faulty research, and to facilitate competence in minimum measurement capabilities. Component 12 (survival skills) covers classroom discipline, job hunting, facilitating change, and individual and group relations skills. Component 13 (Microteaching) stresses skills such as presentation, silence, reinforcement, and questioning in the context of video-taped classroom sessions. The final component (14) is designed to raise student awareness in the areas of racism and sexism. Each component is organized according to module, rationale, objectives, learning activities and alternatives, indicators of student input, and evaluation criteria. (HAI)

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AQUINAS COLLEGE

CLASSROOM READING SPECIALIST PROGRAM

Vol. IV

C SOOK 376

United States Office of Education
Year end Report · July 1975

AQUINAS COLLEGE · GRAND RAPIDS · MICHIGAN

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VOLUME IV

Classroom Reading Specialist Program

Year-end Report, 7/1/74—6/30/75

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Fourteen Components of the Classroom

Reading Specialist Program

Volume I

Guide for the Implementor		
I	Reading/Language Arts, K - 12	D. Barnes Boffey and David J. Yarington

Volume II

II	Readiness and Beginning Reading	Martha Evans
III	Comprehension	Richard Earle
IV	Diagnosis	David J. Yarington
V	Learning/Study Styles	David J. Yarington
VI	The Future: Trial/Error Teaching/Learning	David J. Yarington

Volume III

VII	Administration and Supervision	Richard Earle
VIII	Remediation and Clinical Practicum	David J. Yarington
IX	The Affective Domain	D. Barnes Boffey

Volume IV

X	Process—Theory and Practice	Martha Evans
XI	Research and Measurement	Martha Evans
XII	Survival Skills	D. Barnes Boffey
XIII	Presentation Skills	David J. Yarington
XIV	Sexism and Racism	William R. Schreck, Jr.

Component X

Process—Theory and Practice

by

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Aquinas College

Component X: The Reading Process—Theory and Practice

Competency 1: Reading specialists are aware of popular beliefs about what reading is.

Competency 2: Reading specialists are familiar with learning theory as a base for understanding the reading process.

Competency 3: Reading specialists are familiar with models of the reading process.

Competency 4: Reading specialists can give and defend their own definition of reading.

Competency 1: Reading specialists are aware of popular beliefs about what reading is.

Module: X, 1C, 1 Modular Credit _____

Title: Popular views of reading

Rationale: One authority on reading has said that if he ever finds the miracle method to teach all children to read, he wouldn't publish it in a professional journal—he'd publish it either in the Reader's Digest or Mc Calls, where parents and teachers would read it! What is the popular press saying about reading?

Objective: Given five articles in non-professional magazines on reading, reading problems and/or reading readiness, determine in a short paper what definitions of reading are implied by the author.

Learning Alternatives:

1. Copies of Mc Calls, Ladies Home Journal, Reader's Digest, Newspaper columns and articles, speed reading advertisements, etc.
2. Lecture on the reading process.
3. _____

Indicator: Copies of what you read and your conclusions about the implied definitions of reading.

Evaluation: Appropriateness of your conclusions.

Module: X, 1P, 1 Modular Credit ____

Title: Popular views of reading—adults

Rationale: As a reading specialist or a classroom teacher you will be involved in parent conferences—particularly about "Why Johnny can't read." What do most adults think reading is? How do they measure their children's success?

Objective: Given a questionnaire, interview 10 adults and write a one page summary of their definitions of reading and view of the reading process.

Learning Alternatives:

1. Lecture on the reading process.
2. Analysis of questionnaire data.
3. _____

Indicator: One page paper analysing the definitions of ten adults.

Evaluation: Cogency of analysis.

X, 1P, 1 : Questionnaire

Determining Adults' Definitions of Reading

1. Do you think children are reading as well today as they used to?

2. What do you think is the major cause of reading problems in today's schools?

3. Do you have any ideas about how the teaching of reading might be improved?

4. If you had a school aged son or daughter, which of the following would you consider to be an indication of good reading ability? (answer yes or no to each)

_____ High score on a commercial test.

_____ Good grade in reading from the teacher.

_____ Able to read the newspaper and talk about it.

_____ Likes to read books he gets from the library.

_____ Never appears to have any difficulty in reading at home.

5. If you were asked to teach a young child to read, do you have any ideas about how you might begin? What would you try to do with him/her?

Module: X, IP, 2 Modular Credit _____

Title: Popular views of reading—children's definitions

Rationale: Kids know that one of the reasons they are going to school is to learn how to read. But what do they think they are going to learn?

Objective: Given a questionnaire, interview 10 elementary school children and write a one page summary of their definitions of reading.

Learning Alternatives:

1. Lecture on the reading process.
2. Analysis of questionnaire responses.
3. _____

Indicator: The completed questionnaires and a one page summary and analysis of the definitions.

Evaluation: Adequacy of analysis.

X, 1P, 2: Questionnaire

Determining Children's Definitions of Reading

1. If someone suddenly came from another planet and asked you to tell him what reading is, what would you say?

2. What do you do when you read?

3. What is your teacher trying to teach you when she helps you with your reading?

4. If you were teacher for a week, what would you do during the time for reading?

5. If you had a little brother or sister, do you think you could teach him how to read? (If yes) What would you do?

Competency 2: Reading Specialists are familiar with learning theory as a base for understanding the reading process.

Module: Y, 2C, 1 Modular Credit _____

Title: The Life and Work of Piaget

Rationale: Because of the close connection between certain aspects of Piaget's life and his accomplishments as a genetic epistomologist, it is imperative that the student be acquainted with this background information if he is to understand Piaget's theories.

Objective: Given (lecture, tape, reading) the student will be able to know those aspects of Piaget's life which are relevant to Piaget's development as a genetic psychologist.

Learning Alternatives:

1. Listen to the tape "Intellectual, Biographical Sketch of Jean Piaget"—a lecture given by David Elkind, at Grand Valley State College in 1972. (Tape available in the Learning Resource Center at Aquinas College— # 370.E37)
2. Read "Historical and Biographical Notes" by John H. Flavell, in Thought in the Young Child, Monograph for the Society for Research in Child Development, vol. 27, no. 2, 1962, pp. 5-18
3. Read "A Conversation with Jean Piaget and Barbel Inhelder, by Elizabeth Hall, from Psychology Today, May, 1970, pp. 25-32; 54-56
4. _____

Indicator: A one page paper on those aspects of Piaget's life which had a direct influence on his method and shows what way they influenced him.

Evaluation Criteria:

1. Satisfactory grade on paper as evaluated by a faculty member OR,
2. a satisfactory 20 minute discussion on paper with a faculty member well-acquainted with Piaget. (e.g., Sisters Teresa Houlihan,or Lenora Carmody)

Component X, 2C, 2 Modular Credit _____

Title: The Life and Work of Piaget

Rationale: Because of the close connection between certain aspects of Piaget's life and his accomplishments as a genetic epistomologist, it is imperative that the student be acquainted with this background information if he is to understand Piaget's theories.

Objective: Given (lecture, tape, reading), the student will become acquainted with some aspects of Piaget's life which are of human interest and which tend to endear him to those who study his works. (The prerequisite for this module is the completion of module X, 1C.)

Learning Alternatives:

1. Listen to the tape "Intellectual, Biographical Sketch of Jean Piaget"--a lecture given by David Elkind, at Grand Valley State College in 1972. (Tape available in the Learning Resource Center at Aquinas College-#370.E37)
2. Read "Historical and Biographical Notes", by John H. Flavell, in Thought in the Young Child, (Monograph for the Society for Research in Child Development, vol. 27, no.2, 1962, pp. 5-18)
3. Read "A Conversation with Jean Piaget and Barbel Inhelder," by Elizabeth Hall, from Psychology Today, May, 1970, pp. 25-32; 54-56
4. _____

Indicator: A list of several anecdotes from Piaget's life which portray his charming personality and which would be useful to you if you were ever asked to give a talk on Piaget.

Evaluation Criteria:

1. satisfactory grade on paper as evaluated by a faculty member, OR
2. a satisfactory 20 minute discussion on paper with a faculty member well-acquainted with Piaget. (e.g., Sister Teresa Houlihan, Sister Lenore Carmody or Sister Amanda Oosdyke)

Component X. 2C, 3 Modular Credit ____

Title: The Life and Work of Piaget

Rationale: Because of the close connection between certain aspects of Piaget's life and his accomplishments as a genetic epistomologist, it is imperative that the student be acquainted with this background information if he is to understand Piaget's theories.

Objective: Given (lecture, tape, reading), the student will know the characteristics of Piaget's "Clinical Method".

Learning Alternatives:

1. Chittenden, Edward A., "Piaget and Elementary Science", Science and Children, December, 1970, pp. 3-17
2. Inhelder, Barbel, and Matalon, Benjamin, "The Study of Problem Solving and Thinking", Handbook of Research Methods in Child Development, ed. by Paul H. Mussen, New York: John Wiley and Sons, Inc., 1960, pp. 421-436
3. Houlihan, Teresa,"From Vagueness and Confusion toward Clarity and Distinctness in Human Knowledge, A Comparison between Aristotle and Piaget," unpublished Dissertation, Laval University, Quebec, 1969, pp. 91-97-- (Some knowledge of French necessary to read this article.)
4. _____

Indicator: A one-page paper describing the "Clinical Method".

Evaluation Criteria:

1. satisfactory grade on paper as evaluated by a faculty member, OR
2. a satisfactory 20 minute discussion on paper with a faculty member well-acquainted with Piaget. (e.g., Sister Teresa Houlihan, Sister Lenore Carmody or Sister Amanda Oosdyke)

Component X, 2C, 4 Modular Credit ____

Title: The Life and Work of Piaget

Rationale: Because of the close connection between certain aspects of Piaget's life and his accomplishments as a genetic epistomologist, it is imperative that the student be acquainted with this background information if he is to understand Piaget's theories.

Objective: Given (lecture, tape, reading), the student will be able to gain some insight into how the American psychologists view Piaget. (The prerequisite for this module is the completion of Module X, 3C.)

Learning Alternatives:

1. Read "Comment and Conclusions", by William Kessen and Clementina Kuhlman, in Thought and the Young Child, Monograph for the Society for Research in Child Development, vol. 27, no. 2, 1962, pp. 163-170.
2. _____

Indicator: A summary in one or two paragraphs of the key points of Piaget's influence as seen by some American psychologists.

Evaluation Criteria:

1. Satisfactory grade on paper as evaluated by a faculty member, OR
2. a satisfactory 20 minute discussion on paper with a faculty member well-acquainted with Piaget. (e.g., Sister Teresa Houlihan, Sister Lenore Carmody or Sister Amanda Oosdyke)

Component X, 2C, 5 Modular Credit _____

Title: Selected aspects of Piaget's theory of Cognitive Development

Rationale: To understand Piaget's findings as they apply to reading instruction it is necessary to have some acquaintance with the basic structure of his theory.

Objective: Given the readings and lecture, the student will be able to identify:

1. the four major stages of cognitive development,
2. the age span,
3. the main characteristics of each stage,
4. the cognitive tools available to the child at each stage.

Learning Alternatives:

1. Read Inhelder, B., "Some Aspects of Piaget's Genetic Epistemology", in Thought in the Young Child, Monographs for the Society for Research in Child Development, vol. 27, no. 2, pp. 19-34
2. Use Wadsworth, B., Piaget's Theory of Cognitive Development, New York, David Mc Kay Co., 1971, as a resource to accomplish the stated objectives.
3. Listen to a lecture (on tape) given by Sister Teresa Houlihan on "Piaget's Theory" at Aquinas College, 1968
4. Pulaski, M. A., Understanding Piaget, chapter 4, "An Overview of Development", pp. 24-28, and Appendix A, pp. 207-209
5. _____

Indicators:

1. a one or two page paper describing pre-operational/operational period in a chart or essay form, or
2. a one page report on one of Piaget's experiments which you conducted with a child. Give age of child, description of experiment, and results.

Evaluative Criteria: A satisfactory grade on either 1) a paper or 2) a report of an experiment, as evaluated by the instructor.

Component X, 2C, 6 Modular Credit _____

Title: Selected aspects of Piaget's theory of Cognitive Development

Rationale: To understand Piaget's findings as they apply to reading instruction it is necessary to have some acquaintance with the basic structure of his theory.

Objectives: Given the readings and lecture below, the student will be able to explain in Piaget's terms:

1. the meaning of the following sets of words,
2. how they function in his theory,
3. a concrete example drawn from a child's behavior.

Terms:

set a) assimilation/ accommodation/ equilibration

set b) genesis/ structure

set c) schema/ action/ operation

set d) conservation

set e) centration/ decentration

set f) arguments:1.reversibility, 2. compensation, 3. identity.

Learning Alternatives:

1. Read Inhelder, B., "Some Aspects of Piaget's Genetic Epistemology", in Thought in the Young Child, Monographs for the Society for Research in Child Development, vol. 27, no. 2, pp. 19-34
2. Use Wadsworth, B., Piaget's Theory of Cognitive Development, New York, David Mc Kay Co., 1971, as a resource to accomplish the stated objectives, pp. 9-19
3. Listen to a lecture (on tape) given by Sister Teresa Houlihan on "Piaget's Theory" at Aquinas College, 1968
4. Pulaski, M.A., Understanding Piaget, New York, Harper and Row, 1971, "Glossary", p. 233, and chapter 2, "Adaptation: the basis of behavior", pp. 6-13, and chapter 5 "Conservation", pp. 29-37
5. _____

Indicator:

1. glossary— a glossary of words or terms stated above,
2. test (attached)

Evaluation Criteria:

1. satisfactory grade on glossary as evaluated by instructor,
2. score at least 80% correct on a written test. Test Design: Students will be asked to identify the terms involved in the description of a child's behavior.

TEST for Module X, ?C, 6

1. Fill in the blanks using the following word choices:
assimilation, accommodation, equilibrium, schema

We can say, then, that the child, upon experiencing a new stimulus (or an old one), tries to _____ the stimulus into an existing _____. If he is successful, _____is attained for the moment, relevant to the particular stimulus event. If the child cannot _____the stimulus, he then attempts to _____ by modifying a _____ or creating a new one. When this is done, _____ of the stimulus proceeds and _____ is reached.

Conceptually, cognitive growth and development proceeds in this way at all levels of development, from birth through adulthood, the _____ of the adult being built from the _____ of the child. It is important to note that in _____, the organism "fits" stimuli into _____ that exist, while in _____the organism "changes" _____to fit the stimulus. It can be seen that the process of _____results in a qualitive change in intellectual structures (_____)while _____only adds to the existing structures—a quantitative change. Thus it is that _____ and _____ a cumulative coordination and integration, account for the growth and development of cognitive structures.

2. Answer true (T) or false (F):

_____(a) In order for an action to become an operation it must be internalized reversible and co-ordinated with others.
_____(b) Operations have no relationship nor similarity to physical activity.
_____(c) Action rather than perception is the primary source of Knowledge in Piaget's Theory.
_____(d) The limitation of action at the preoperational level resides in the fact that the act must be executed physically thus making it unilateral (non-reversible).
_____(e) At the preoperational level the child has two intellectual tools: action and image; at the operational level he has two tools: operation and a concept.
_____(f) Operations liberate a child because he can entertain or "see" transformations and successive states without actually effecting them.
_____(g) Schemas which are developed in early childhood (0-2 years) are transformed later into "operations".
_____(h) It is fair to say that in Piaget's theory there is a qualitative difference between each stage.

3. Which of the following best describe Piaget's view on the origin of concept? Check (1):

_____(a) Concepts are basically innate.
_____(b) Concepts are the result of a Gestalt or hidden insight.
_____(c) Concepts come to be after a period of development.

4. The formal terms for a period of development of a given concept is: Check (1)

   _____ (a) equilibrium
   _____ (b) genesis
   _____ (c) structure

5. The experimenter has the child fill two like beakers (A and B) with the same amount of liquid. He then asks the child to pour the liquid from one beaker into a taller, thin beaker (C). Then he asks the child "If you had liquid A to drink and I had C would you have more to drink or would I or would we have the same?"

   (a) Child responds: They are the same. You could pour it back and see they are the same.
   This response indicates the child has the concept of quantity. His argument is one of _____.

   (b) Child 2 responds: There is more in C because it is up to here.
   To focus on one dimension to the exclusion of others, as this child does, is called _____ by Piaget. He is unable to see the justification by _____.

   (c) Child 3 responds: It is the same because nothing is gone away. You didn't add or take anything away.
   This justification is called _____. It indicates the child has achieved _____.

6. Match the following:

   _____ (a) a particular action performed by a subject in a given circumstance but which may be generalized in similar circumstance.

   _____ (b) structure by which individuals intellectually adapt and organize the environment.

   _____ (c) a balance between assimilation and accomodation.

   _____ (d) the creation of a new schemata when a stimulus will not "fit" into the child's existing mental structure.

   1. equilibrium
   2. adaptation
   3. schema
   4. accommodation

Component X, 2C, 7 Modular Credit _____

Title: Piaget and Reading Instruction

Rationale: In-service and pre-service teachers should be aware of Piaget's work in the field of education in general as well as its application in the teaching of reading.

Objectives: Given the readings below, the student will be able to identify and discuss briefly five implications of Piaget's research for the field of education in general.

Learning Alternatives:

1. Read Almy, M., Young Children's Thinking, New York, Columbia Teachers' College, 1966, chapter 7, pp. 130-136
2. Read Boyle, D. G., A Student's Guide to Piaget, London, Pergamon Press, 1969, chapter 8, pp. 113-124
3. Read Wadsworth, B., Piaget's Theory of Cognitive Development, New York, David Mc Kay Co., Inc., 1971, chapter 8, pp. 120-134
4. Elkind, David, Piaget and Childhood Education, tape IV, "Application for Teachers and Teaching", Los Angeles, Listener Corporation, 1974, (Tape)
5. _____

Indicator: Prepare a paper containing a list of implications as stated in objective.

Evaluation Criteria: The one page paper will contain implications considered significant by the evaluator. The one-page paper will be evaluated by a faculty member. Basis of evaluation:

1. relevance of the implications,
2. evidence of firm grasp by student of the implications.

Component X, 2C, 8 Modular Credit ____

Title: Piaget and Reading Instruction

Rationale: In-service and pre-service teachers should be aware of Piaget's work in the field of education in general as well as its application in the teaching of reading.

Objective: Given the readings below, the student will be able to identify and discuss 5 implications of Piaget's research for the teaching of reading.

Learning Alternatives:

1. Read Raven, R. J., "Piaget and Reading Instruction", Reading Teacher, vol. 24, no.7, April 1971, pp. 630-639
2. Read Almy, M., "Young Children's Thinking and The Teaching of Reading", in Issues and Innovations in the Teaching of Reading, edited by J. Frost, Scott, Foresman, 1967, pp. 89-93
3. _____

Indicator: Prepare a paper containing a list of implications as stated in the objective.

Evaluation Criteria: The one page paper will contain implications considered significant by the evaluator. The one-page paper will be evaluated by a faculty member. Basis of evaluation:

1. relevance of the implications,
2. evidence of firm grasp by student of the implications.

Module X, 2C, 9

Modular Credit_____

Title: Skinner and Behavior Modification

Rationale: B.F.Skinner is the learning theorist most associated with the behavior modification approach to learning. Basically this approach modifies and applies a stimulus-response paradigm to learning. When the stimulus is "Skinner" responses among educators range from "M & Ms.", "the Skinner Box", "Manipulation" to "successful", "appliable" and I don't like it, but I know it works." Here is a chance to find out why.

Objective: Given a set of sources on Skinner and Behavior Modification, write a two page paper outlining the basic principles of his learning theory.

Learning Alternatives:

1. Lecture on learning theories

2. Read: Skinner, B.F., Walden II, Macmillan, 1948.
   Hill, W.F., Learning, Chandler Publishing Company, 1963, pp. 60-79, 194-195.
   Learning Theory for Teachers

3. _____

Indicator: Two page paper

Evaluation: Major aspects of Skinner's theory included in paper.

Module X, 2C, 10 Modular Credit_____

Title: Behavior Mod and Reading Materials

Rationale: Can Behavior Modification techniques be applied in reading materials? What would they look like?

Objective: Given the teacher's manual for the Sullivan Programmed Readers, discuss in a two page paper how it reflects the influence of Behavior Modification and Skinnerian learning theory.

Learning Alternatives:

1. Lecture on Behavior Mod.
2. Readings from X, 2C, 9
3. Buchannan, Cynthia Dee, Teachers Guide to Programmed Reading, Sullivan Assoc., Webster Division, McGraw-Hill Book Company, 1964, pp. 1-20.
4. Engelmann, S. and Stearns, S., Distar, Science Research Associates, 1972.
5. _____

Indicator: Two page paper

Evaluation: Specific examples cited from the Sullivan materials and relationship to Skinner justified.

Module X, 2P, 1 Modular Credit_____

Title: Applying Behavior Mod in Reading

Rationale: A learning theory can be applied both in the development of materials and in the instructional techniques used in the classroom. What would a reading lesson based on Behavior Mod look like? Would it work?

Objective: Given a group of readers, teach a word analysis lesson which includes application of behavior modification principles.

Learning Alternatives:

1. Lecture on learning theories
2. Reading for mods X, 2C, 9 and 10.
3. Videotape of reinforcement techniques being used
4. _____

Indicator: Lesson plan including evaluation of lesson's effectiveness.

Evaluation: Evidence of Behavior Modification principles being applied.

Competency 3: READING SPECIALISTS ARE FAMILIAR WITH MODELS OF THE READING PROCESS.

Module X, 3C, 1 Modular Credit_____

Title: Models of the Reading Process

Rationale: In recent years there has been a great deal of thinking, research and writing on the question "what happens when a child or an adult reads?" It is hoped that answers to this question will provide a firmer foundation on which to base principles of reading instruction.

Objective: Given readings on the reading process, describe three theories or models of reading.

Learning Alternatives:

1. Singer, Harry, "Theoretical Models of Reading", in Ekwall, E. (ed.) Psychological Factors in the Teaching of Reading, (Merrill, 1973) pp. 402-422.

2. Williams, Joanna P., "Learning to Read: A Review of Theories and Models" in F.Davis (ed.), The Literature of Research in Reading with Emphasis on Models, Graduate School of Education, Rutgers, 1971.

3. Goodman, K.S., "Reading: A Psycholinguistic Guessing Game", The Journal of the Reading Specialist, May, 1967.

4. Carroll, John B., "The Nature of the Reading Process" in Singer, H. and Ruddell R. (eds.), Theoretical Models and Processes of Reading, IRA, 1970.

5. Lecture on reading models.

6. _____

Indicator: Three page paper describing three theories or models of reading, including their similarities and differences and the relative value of each in:

a. stimulating research, or
b. influencing teaching

Evaluation: Accuracy, completeness and evidence of understanding of the models.

Module X, 4C, 1 Modular Credit_____

Title: Developing your own definition of reading.

Rationale: As a reading specialist you need to have a firm, defensible idea of what reading is. And your definition may vary according to your audience and your reasons for explaining what you think is involved in reading.

Objective: Given three categories of definitions of reading (instructional, skill-oriented and theoretical), develop a definition of reading to fit each of the categories.

Learning Alternatives:

1. Farr, Roger (enclosed)
2. Readings for Module X, 3C, 1
3. Lecture on reading models.
4. _____

Indicator: One page paper with three definitions of reading.

Evaluation: Each definition is distinct, fits the category and is not mutually exclusive.

Module X, 4E, 1 Modular Credit_____

Title: Defending a definition of Reading

Rationale:

Objective: Given the three definitions developed in Module X, 4C, 1, select one and defend it in a class discussion.

Learning Alternatives:

1. Discuss your definition with the instructor before the discussion.
2. Present your definition to your roommate or another peer and ask for their criticisms.
3. Present your definition to a classroom teacher and ask her critical reactions.
4. _____

Indicator: Participation in the discussion

Evaluation:

Module X, 4E, 2 Modular Credit_____

Title: Does Your Reading Fit Your Definition?

Rationale: Pretend you are a beginning reader or reading unfamiliar material. Analyse what you do. Does this fit your definition of reading?

Objective: Given your own definition of reading and the accompanying material, read it and analyze your behavior.

Learning Alternatives:

Indicator: Your definition of reading and half page paper explaining if it fit or did not.

Evaluation:

Material for Module X, 4E, 2

Histay isgay ortsay ofgay ardhay orfay ostmay oeplepay otay eadray. Ethay upcialtay uescay onegay usesgay otay eadray aregay otnay erehay orfay ouyay. Erethay aregay omesay intshay, utbay utbay isthay ebay eryvay ifficultday. Oday ouyay owknay atwhay Iya, amyay oingday etyay? iya opehay osay.

Module X, 4P, 1 Modular Credit_____

Title: Varying Your Definition To Fit Your Audience

Rationale: There is an angry parent waiting in the principal's office to see you. His child doesn't know how to sound out words, although it is only January of the first grade year and the child is developing an adequate sight vocabulary and involved in a language experience approach to reading. You need to convince him that the ability to sound out words is not a necessary component of a definition of reading.

Objective: Given the above situation, give a defensible reaction to the parent.

Learning Alternatives:

1. Participation in class discussion on definitions of reading.
2. Discussion with a classroom teacher on appropriate strategies in parent conferences.
3. Role playing with a classmate.
4. _____

Indicator: A 1-1½ page paper indicating your response or an audio tape of your role playing with a classmate.

Evaluation: Adequacy of your arguments; evidence of strength of your convictions.

Component XI

Research and Measurement

by

Martha Evans

University of Maryland

COMPONENT XI

RESEARCH AND MEASUREMENT

Competency 1: Reading Specialists understand basic research and measurement concepts.

Competency 2: Reading Specialists can read and interpret research in reading

Competency 3: Reading Specialists can design research studies.

Competency 4: Reading Specialists understand and can develop criterion referenced tests.

Competency 1: READING SPECIALISTS UNDERSTAND BASIC RESEARCH AND MEASUREMENT CONCEPTS

Module XI, 1C, 1 Modular Credit_____

Title: Understanding the Language - Research Terms

Rationale: "Oh, you tried the new reading program. Did it work?"
"Well, the median score was 4.2 and the mean was 3.8, so I feel pretty good about it."
"Oh. Well how did they do on the average?"

The above was a little statistics joke. If you didn't get it, work your way through this and the next module.

Objective: Given a list of statistical terms, identify each with a brief, correct definition.

Learning Alternatives:

1. Read any basic Statistics book, using the index.
2. Sit in on an introductory statistics class.
3. Sit in on a lecture on Research and Measurement.
4. See packet materials
5. _____

Indicator: Completed list of definitions

Evaluation: 100% correct and clear

STATISTICAL TERMS

mean

median

mode

standard deviation

random sample

correlation coefficient

statistical significance

T-test

independent variable

null hypothesis

descriptive statistics

inferential statistics

treatments

normal distribution

Module X1, 1C, 2 Modular Credit_____

Title: Understanding the Language - Measurement

Rationale: When you select an appropriate test, you must be aware of its validity, reliability and standard error of measurement to know if it is in fact adequate for your purposes. Obviously, you also need to understand the concepts of validity, reliability and standard error of measurement, plus a few more.

Objective: Given a list of measurement terms, identify each with a brief correct definition.

Learning Alternatives:

1. Thorndike, R. and Hagen, E., Educational and Psychological Measurement, Harcourt, 1965.
2. Farr, R., Measurement and Evaluation in Reading , Harcourt, 1965.
3. Guide for Interpretation of the Iowa Test of Basic Skills, Farr, 1973.
4. Sit in on a Measurement class.
5. Sit in on a lecture on "Research and Measurement"
6. Packet #_____

Packet Contents:

1. Making the Classroom Test: A Guide for Teachers
2. Short Cut Statistics for Teacher Made-Tests
3. Selecting an Achievement Test: Principles and Procedures
4. Multiple-choice question: A Close Look

   All of the above available from ETS (Educational Testing Service), Princeton, New Jersey.

5. List of Measurement terms.
6. _____

Indicator: Completed list of definitions

Evaluation: 100% correct

MEASUREMENT TERMS

reliability

validity

standard error of measurement

item analysis

sub-test scores

total scores

stanine

percentile

standard score

grade equivalent

I.Q.

mental age

norm referenced test

criterion referenced test

standardized test

diagnostic test

achievement test

Module X1, 1C, 3 Modular Credit_____

Title: Understanding the Language - Research Design

Rationale: If you did Modules X1, 1C, 1 and 2, you are making good progress. There is one other area of specialized vocabulary - research design language.

Objective: Given a list of research design terms, briefly describe the role of each concept in reporting a research experiment.

Learning Alternatives:

1. Lecture on Research and Measurement
2. See packet for terms on Research and Design.
3. _____

Indicator: Completed list of identified terms.

Evaluation: 100% correct

Statement of the problem

Review of the literature

Hypothesis or questions

Design

Selection of subjects

Description of treatments

Results

Discussion

Conclusions

Implications

Replicability

Competency 2: READING SPECIALISTS CAN READ AND INTERPRET RESEARCH IN READING

Module X1, 2C, 1 Modular Credit_____

Title: Research vs. Opinion

Rationale: Professional journals in education often publish both 'research' articles and opinion articles. The former are based on data collection and analysis; the latter on experience and speculation. Each type of article provides you with a different kind of information.

Objective: Given a list of professional journals, select three research articles and two opinion articles on one subject and write an evaluation of what you learned from them.

Learning Alternatives:

1. Journals:
   - The Reading Teacher
   - Journal of Reading
   - Reading Research Quarterly
   - Journal of Reading Behavior
   - Reading World
   - Elementary English
   - The Elementary School Journal
   - Journal of Learning Disabilities
   - Exceptional Children

2. Yarington, David J., The Great American Reading Machine, Agathon, 1976.

3. Sit in on a lecture on Research and Measurement

4. _____

Indicator: Two page paper

Evaluation: Comparison of the kind of information provided by the two types of articles.

Module X1, 2C, 2 Modular Credit_____

Title: Reading the Research

Rationale: Reading the research in Reading, not only gives you information about the field, but it also helps you become a better evaluator of reading research.

Objective: Given a list of journals, develop an annotated bibliography on a subject.

Learning Alternatives:

1. Journals: See Module X1, 2C, 1
2. Lecture on Research and Measurement
3. Any ERIC annotated bibliography.
4. _____

Indicator: Annotated bibliography of 20 articles or publications.

Evaluation: All articles are research articles; all annotations are clear.

Module X1, 2C, 3 Modular Credit_____

Title: Criticizing Research in Reading

Rationale: Remember the old saying, "Figures can't lie, but liars can figure"? All research in reading is not equally valuable.

Objective: Given the First Grade Studies, choose one and write a critique.

Learning Alternatives:

1. Bond, G. and Dykstra, R., The First Grade Studies in Reading, IRA, 1962.
2. Worksheet in Packet X1, 2C, 3
3. Lecture on Research and Measurement
4. _____

Indicator: Two page paper

Evaluation: Major areas of worksheet must be included and complete.

WORKSHEET

Module X1, 2C, 3

A. Statement of the problem

1. Is it clearly delineated?
2. Is the problem relevant?
3. Is the research justified?

B. Hypothesis or questions?
1. Clearly stated?
2. Related to the statement of the problem?
3. Testable?

C. Design
1. Subjects
   a. selection procedures described?
   b. relevant attributes described?
   c. number given?

2. Treatment: Variables/Conditions
   a. adequately described?
   b. related to the hypothesis?

3. Dependent variable
   a. adequately described?
   b. valid and reliable information given?
   c. appropriate for the hypothesis?

4. Statistical analysis
   a. adequately described?
   b. appropriate?

5. Discussion
   a. related to results?
   b. limitations identified?
   c. related to hypothesis?

6. Conclusions and implications
   a. clear?
   b. with the confines of the results?

7. Is the study replicable from the information provided?

Competency 3: READING SPECIALISTS CAN DESIGN RESEARCH STUDIES

Module X1, 3C, 1 Modular Credit_____

Title: Designing Research Studies - Action Research

Rationale: You're teaching, you've got some questions about what's working. Now you need to fit your questions into a research design to help you find out some answers: Good luck! This is called, "action research".

Objective: Given a classroom of children, ask a research question and design a study using the classroom as the sample.

Learning Alternatives:

1. CORD - A Research Training Manual (2nd edition) Jack Crawford (ed.) A Project of the Red Train Program of the Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oregon, 97361

2. Leady, Paul, Practical Research: Planning and Design, MacMillan Publishing Co., 1974.

3. _____

Indicator: Completed research study

Evaluation: Problem, hypothesis, sample, design, results, discussion, conclusion, and implications should all be clearly explained.

Module X1, 3P, 1 Modular Credit_____

Title: Collecting Data

Rationale: Whether you are working in a classroom or as a researcher, collecting data on the effect of programs and methods can give you information to improve your teaching.

Objective: Given information on data collection techniques, the student will choose one and collect data on two children over a two week period.

Learning Alternatives:

1. See packet for list of Methods of Data Collection.
2. Webb, E., et al. Unobtrusive Measures: Non-reactive Research in the Social Sciences, Rand McNally, 1969.
3. Lecture on Research and Measurement.

Indicator:

1. Data collected on two children.
2. Short evaluation of process.

Evaluation:

Re-evaluation should include:

a. difficulties encountered.
b. rationale for selection of collection techniques.
c. readily observable patterns in the data.

SOME METHODS OF DATA COLLECTION

I. DATA COLLECTED BY A MECHANICAL DEVICE

Strengths	Weaknesses
1. Avoid human errors	1. cost
2. Stay on job--avoid fatigue	2. Cannot make independent judgments
3. May capture content missed by written records (e. g., voice inflection)	3. Complexity can cause problems in operating devices

II. DATA COLLECTED BY AN INDEPENDENT OBSERVER

Strengths	Weaknesses
1. Can be used in natural or experimental settings	1. Observer's presence often causes an artificial situation
2. Most direct measure of behavior	2. Hostility to being observed
3. Experienced, trained, or perceptive observers can pick up subtle occurrences or interactions sometimes not available by other techniques	3. Inadequate sampling of observed events 4. Ambiguities in recording 5. Frequent observer unreliability

A. WRITTEN ACCOUNTS

Strengths	Weaknesses
1. Can use critical incident technique, eliminating much "chaff"	1. Hard to be complete (3 above) 2. Hard to avoid writing interpretations in as factual data (Mary kicked John)

B. OBSERVATION FORMS

Strengths	Weaknesses
1. Easy to complete; saves time	1. Not as flexible as written accounts--may lump unlike acts together
2. Can be objectively scored	2. Criteria for ratings are often unspecified
3. Standardizes observations	3. May overlook meaningful behavior that is not reflected in instrument

III. DATA PRODUCED BY THE SUBJECT HIMSELF

A. SELF REPORTS

Strengths

1. Can collect data too costly otherwise (e.g., endless observation to really get to know persons philosophy, attitudes, etc.)
2. Can collect data not accessible by any other means (private thoughts, feelings, actions; emotion-laden material)

Weaknesses

1. Depends on respondent's real awareness of self
2. Depends on respondent's honesty and/or security
3. Depends on respondent's "accurate memory" when dealing with past events (selective recall)
4. May necessitate anonymous responses where threat is perceived

1. DIARY--may be difficult to analyse, but can be comprehensive

2. CHECK LISTS AND INVENTORIES--sometimes (purposefully) forces choices between unacceptable responses

3. RATING SCALES--(covered earlier) Often tells more about the respondent than about the topic under consideration

4. SEMANTIC DIFFERENTIAL

Strengths

1. Adaptable to varying research demands
2. Quick and economical to administer and score

Weaknesses

1. Often tells more about the respondent than about the topic under consideration

5. QUESTIONNAIRES

Strengths

1. Self-administered
2. Anonymity can cause more honest responses
3. Economical

Weaknesses

1. Frequent low percentage of returns
2. No assurance that the intended respondent understands the questions
3. No assurance that the intended respondent actually completed the form himself

6. INTERVIEWS

Strengths	Weaknesses
1. Allow depth and free response	1. Costly in time and personnel
2. Flexible and adaptable to individual situations	2. Require skilled interviewers
3. Allow glimpse of respondent's gestures, tone of voice, etc., that reveal his feelings	3. Often difficult to summarize
	4. Many biases possible, i. e., interviewer's, respondent's, situational

7. SOCIOMETRY

Strengths	Weaknesses
1. Easy to analyze	1. Criteria used in making choices are often vague
2. Naturalistic method	
3. Clinically insightful	

8. PROJECTIVE TECHNIQUES

Strengths	Weaknesses
1. Clinically insightful	1. Lack of objectivity in interpretation
2. Allows measurement of variables typically unavailable through other techniques	2. Uncertain reliability and validity

B. PERSONAL PRODUCTS

1. TESTS

Strengths	Weaknesses
1. Practicality--does away with need for observer needed to gather similar data	1. Validity is always a problem, in work sample sense--i.e., is test representative of criterion
2. Most reliable measures we have at present	2. Lend themselves to "law of the instrument"--we often exclude other techniques
3. Can record products of thought or thought processes themselves	

a. SUPPLIED ANSWER

1. ESSAY

Strengths	Weaknesses
1. Allows students to synthesize their knowledge about a topic	1. Difficult to score objectively
	2. Sampling of topics is relatively limited

2. COMPLETION

Strengths	Weaknesses
1. Can be quite objective	1. May lend themselves to testing trivia--factual recall only

3. SHORT RESPONSE

Strengths	Weaknesses
1. Can be quite objective	1. May lend themselves to testing trivia--factual recall only

4. PROBLEM-SOLVING

Strengths	Weaknesses
1. Can look at actual processes (diagnostic) 2. Can look at actual mastry	1. Lends itself to mechanical drill

b. SELECTED ANSWER (ALL 4 TYPES)

Strengths	Weaknesses
1. Greater objectivity in scoring 2. Speed of scoring 3. Potentially higher reliability 4. Can be item analyzed for improvement 5. Quantity of available standardized tests	1. Problem of validity is always present 2. Standardized tests sometimes used in situations requiring specially constructed tests 3. Apparent precision often masks very bad items

2. SAMPLES OF WORK

Strengths	Weaknesses
1. Best measure of ability, mastery, etc.	1. May be difficult or costly to administer

IV. DATA COLLECTED BY USE OF UNOBTRUSIVE MEASURES

Strengths	Weaknesses
1. Nonreactive 2. Non consciously biased 3. Often readily available and easily measurable	1. Hidden measures are considered unethical by some 2. Doubtful validity when used alone

Module X1, 3P, 2 Modular Credit_____

Title: Doing Research

Rationale: Learning by Doing

Objective: Design and carry out a research study.

Learning Alternatives:

1. Conference with instructor
2. Farr, R. Measurement and Evaluation in Reading, Harcourt Brace and World, 1970.
3. Lecture on Research and Measurement.
4. _____

Indicator: Written description of study and evaluation.

Evaluation criteria:

Questions; description of population selection; some statistical description of data and discussion, included and evaluated.

Competency 4: READING SPECIALISTS UNDERSTAND AND CAN DEVELOP CRITERION-REFERENCED TESTS

Module X1, 4P, 1 Modular Credit_____

Title: Criterion vs. Norm Referenced Testing

Rationale: Criterion referenced and norm referenced (standardized) tests give different sorts of information about a learner.

Objective:

Given a criterion referenced test (Duffy-Sherman or SARI) and a standardized reading achievement test, administer both to a learner and write a one-page paper concerning the information gained.

Learning Alternatives:

1. SARI (Systematic Approach to Reading Instruction, Phi Delta Kappa, Bloomington, Ind.) Testing materials.

2. Duffy, G. and Sherman, G., Systematic Reading Instruction, Harper and Row, 1972.

Indicator: One page paper.

Evaluation: The paper should clearly indicate the information gained by each means of measurment and the students evaluation of each instrument.

Module X1, 4C, 1 Modular Credit_____

Title: Criterion - Referenced vs. Norm Referenced Tests.

Rationale: A criterion referenced test is an informal test that tells you what a child knows and what a child does not know. It compares the child to himself and what skills or knowledge he/she knows instead of comparing children to each other like standardized tests.

Objective: Given standardized and criterion referenced test information write a one-page paper on the pros and cons of criterion referenced vs. standardized tests.

Learning Alternatives:

1. Blanton, Wm., Farr, Roger and Weintraub, Criterion Referenced Tests, Publication of the International Reading Association, 1975.

2. Yarington, David J., The Great American Reading Machine, Agathon Press 1976, Chapter on Testing and Reading.

Indicator: One page paper.

Evaluation: At least four advantages and four disadvantages should be listed for each kind of test.

Component XII

Survival Skills

by

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Component XII: Survival Skills in Teaching Competencies

1. Reading specialists are able to utilize school and community resources to enhance learning opportunities, assist in student problem resolution, and enrich their reading programs.
2. Reading specialists are able to employ humanistic and appropriate methods of "discipline".
3. Reading specialists are aware of and able to utilize professional organizations and materials which will assist them in their teaching roles.
4. Reading specialists are able to evaluate their school environments in terms of organizational patterns, defined vs. actual power roles, and "external" influences on school operation.
5. Reading specialists are aware of their legal, contractual, and professional rights and responsibilities.
6. Reading specialists are able to facilitate their getting a job, starting a job, keeping a job, and/or changing a job.

Component # XII - Survival Skills in Teaching

Competency 1: Reading specialists are able to utilize school and community resources to enhance learning opportunities, assist in student problem resolution, and enrich their reading programs.

Module XII, 1P, 1 Modular Credit _____

Title: In-House Resources

Rationale: Many times in teaching we feel we have some idea of what a child needs, but are unaware of the school resources available to cope with the problem. Each school is different in scope and type of services offered, but reading specialists should be aware of who and what is available.

Objective: Given two different school settings (urban, suburban, inner-city, private, parochial, other), the student will identify resource people available in each, describe their services, and compare and contrast the two schools.

Learning Alternatives:

1. Questionnaire in packet # _____
2. _____

Indicator: 1. Completed questionnaire

2. Analysis of likenesses and differences in two schools.

Evaluation: The analysis should show that the student can:

a) compare and contrast the two schools,

b) comment as to how these differences do or do not affect the school's functioning.

IN HOUSE RESOURCES QUESTIONNAIRE

Name of School _____

Type: (urban, suburban, inner-city, private, parochial, other)

Person(s) contacted for information

name(s) _____

position(s) _____

I.

1. Does the school have available the services of a psychologist?

_____ yes _____ no

name:

how reached:

services provided:

2. Does the school have available the services of a remedial reading teacher?

_____ yes _____ no

name:

how reached:

services provided:

3. Does the school have available the services of a dentist?

_____ yes _____ no

name:

how reached:

services provided:

4. Does the school have available the services of a speech teacher?

_____ yes _____ no

name:

how reached:

services provided:

5. Does the school have available the services of a parent coordinator or PTO liason person?

_____ yes _____ no

name:

how reached:

services provided:

6. Does the school have available the services of a social worker?

_____ yes _____ no

name:

how reached:

services provided:

7. Does the school have available the services of a librarian or materials resource teacher?

_____ yes _____ no

8. Does the school have available the services of a psychiatrist?

_____ yes _____ no

name:

how reached:

services provided:

9. Does the school have available the services of an elementary supervisor, secondary supervisor, or curriculum coordinator?

_____ yes _____ no

10. Does the school have a PTO?

_____ yes _____ no

chairperson:

how reached:

services available:

11. Are there other resource people not mentioned available to the school?

Who are they?

II

Who should be contacted if the following types of problems appear?

a) A child is obviously undernourished, overly tired, and lethargic?

name:

what will s(he) probably do:

b) A child has trouble seeing; s(he) is always squinting?

name:

what will s(he) probably do:

c) A child has trouble hearing?

name:

what will s(he) probably do:

d) A child does not have adequate clothing, shoes, etc?

name:

what will s(he) probably do:

e) A child is constantly fighting, cursing, acting out?

name:

what will s(he) probably do:

f) a child has poor recall and consistently low academic performance?

name:

what will s(he) probably do:

g) a child has visible signs of child abuse?

name:

what will s(he) probably do:

h) a child is consistently or sporadically absent a lot?

name:

what will s(he) probably do:

STUDENT ANALYSIS:

Some questions to answer might be:

What is the level of resources available? Are these people actually used? Are these people adequately used? What gaps do you see in services provided?

Module: XII, 1P, 2 Modular Credit ____

Title: Speaking of which:

Rationale: In the midst of classroom activities, we find many times that an outside "expert" would be helpful; that someone involved in the profession, vocation, or interest area being studied could illuminate concepts and bring in a reality factor. Too often, however, as part of this process, teachers choose only firemen, policemen, doctors and lawyers. What this unobtrusively says to children is "These are really the only professions which are valid. These people are worth listening to."

Speakers should be based on the interests and concerns of the learners, and should cover a continuum of different levels and types of jobs and interests.

Objective: Given a group of learners, the student will

a) help the learners diagnose their interests,

b) help the learners decide who they might like to hear,

c) help the learners get in touch with and recruit at least two people of varying backgrounds and interests.

Learning Alternatives:

1. Yellow Pages
2. Local newspaper
3. Richard S. Wurman, ed. Yellow Pages of Learning Resources, Group for Environmental Education, Inc., Philadelphia, 1972
4. Parents of learners in the classroom.
5. _____

Indicator:

a) 1 - 2 page description of process of interest clarification and contacting and acquiring speakers.

b) tapes of actual speaker sessions.

Module: XII, 1E, 1 Modular Credit _____

Title: Surviving Through Social Services

Rationale: Social service organizations play a large part in the lives of many people. There are many agencies of which we are aware, some we suspect are available, and others which we feel should be. Because these community resources may help in solving one's own problems or those of students, reading specialists should be prepared to aid people in finding appropriate agencies, finding out what services they provide, and discovering what is actually involved in contacting and utilizing these community resources.

Objective: Given (ten) problem/situations, the student will choose (three), find the social agencey or agencies that will help solve these problems, and acquire literature, forms, etc. from these agencies.

Learning Alternatives:

1. Yellow Pages - "see Social Service Organizations"
2. Hot Lines - (if available in city)
3. Town or city hall listings
4. Social workers
5. Packet # _____ (contains problem/situations)
6. _____

Indicator:

a) Literature, forms or materials from appropriate agencies,

b) Short written description of process used to decide on and contact these agencies and whether or not contact was helpful or unproductive.

Evaluation: The description should show that the student:

a) has actually made contact in the various agencies,

b) can generate alternative routes to solving the problem,

c) can evaluate the effectiveness of his/her contacts.

Social Services Problems

1. You are a young mother (father) whose 18 month old son's illness has left him with a severe hearing loss. Where could you appeal for help?

2. Your best friend needs help kicking the drug habit. Where could you refer him (her)?

3. You are a working mother whose 10 year old son needs constant care as the result of an accident. You have no funds for nursing help. Where could you go?

4. You are a 75 year old bachelor whose only nephew dies suddenly leaving you without a home or support. Where could you seek help?

5. Your marriage is on shaky grounds and you'd like to talk to a professional person about it. Is there a social service available to you?

6. You and your spouse have a severely mentally retarded child. You've kept him at home until the age of 2 years, but now find it impossible to properly care for him. Is there someone to help you?

7. You are an A.D.C. mother whose daughter contracts tuberculosis. You have no money available for long-term hospitalization. Where in the community would you find assistance?

8. You are a first year teacher and one of your student's mother comes to you with several valid tales of woe. Her husband is ill, she can't leave the house to go to work, and two of the children need immediate medical attention.

Social Service Problems cont'd.

8. (cont'd.) You don't know where to refer her for help, but is there some community agency to answer your questions?

9. One of your children is born with a cleft palate. He will require surgery and a series of clinical visits. You have money for neither of his needs. Where can you appeal for help?

10. You are an occupant of low-income housing. Without warning a claims company appears at your door to repossess your furniture. You know that it is a mistake, but they won't listen. Where can you get help?

11. You were recently blinded as a result of an industrial accident. You are just beginning to accept this fact and would like to know what community services are available to you.

12. The funds and surplus food you receive from the welfare office are just not enough to feed your family of six. Is there any agency in the community that could help you supply adequate nutrition?

13. You are an 85 year old widow who is able to care for yourself fairly well. Your means are meager but they suffice. The problem is loneliness and depression. Is there any community social service agency that can help alleviate the problem?

14. You are barely able to make monthly rent payments on your two-room apartment. You have only a bed and a chair. Is there some agency that could help you get some furniture?

15. You have recently had your leg amputated and have no financial means for an artificial limb or for rehabilitation. What community agency could help you?

Module XII, 1E, 2 Modular Credit _____

Title: Will A Real P.T.O. Please Stand Up!

Rationale: Looking for people and organizations that can lend support to your teaching ideas, styles, and activities can be crucial to survival in a school setting. One avenue rarely tapped is the Parent- Teacher Organization which exists (at least in name) in most schools. The P.T.O. may be highly ineffective, or it may have some real influence over what happens in the school. Reading specialists should be aware of the P.T.O. as a possible ally in creating positive experiences for children, teachers, and parents in the school setting.

Objective: Given the existence of a P.T.O. in his/her school, the student will interview at least two parents and one teacher in this group to assess the influence, range of activity, and attitudes of the P.T.O.

Learning Alternatives:

1. Parent members of P.T.O.
2. By-laws of P.T.O.
3. Teacher members of P.T.O.
4. _____

Indicator: List of questions asked and answers given by parents and teacher to determine:

1. influence of organization in the school.
2. scope of activities- how and who do they help.
3. attitudes of parents around school issues.
4. personal evaluation of P.T.O. in terms of above criteria.

Evaluation: The questions and answers should show that the student can evaluate the P.T.O. as a viable school organization and discuss the value it might have for him/her in a teaching role in that school.

Component XII: Survival Skills in Teaching

Competency 2: Reading Specialists are able to employ humanistic and appropriate methods of "discipline".

Module XII: 2C, 1 Modular Credit ____

Title: Perspectives on Discipline

Rationale: There are no final or "omni-effective" methods of controlling, punishing, or dealing with classroom discipline problems. Still, it remains one of the major issues that teachers, principals, and parents harp on continually. "Discipline" does not merely consist of a set of punishments doled out for specific infractions. Rather, it is mostly an attitude, a way of perceiving the behavior of students in light of their personal needs and desires. When this attitude is integrated into one's behavior, "discipline" becomes a matter of continual effort, but also a matter of flexible and flowing classroom management.

Objective: Given information on "discipline", the student will synthesize the ideas presented into a paper dealing with the topic.

Learning Alternatives:

1. Combs, A. and Syngg, D., Individual Behavior, New York: Harper and Bros., 1959
2. Packet # ____ 4. MAINTAINING DISCIPLINE IN CLASSROOM INSTRUCTION by WILLIAM J. GNAGEY, MACMILLAN CO., 1975
3. _____

Packet Contents:

1. Foster, Herbert, Ribbin, Jivin and Playin' the Dozens, Cambridge, Mass.: Ballinger Pub. Co., 1974, Chapter 6
2. Greenberg, Herbert, Teaching With Feeling, New York: Pegasus Books, 1969 Chapter 5

Indicator: 2 - 3 page paper

Evaluation: The paper should show that the student is able to:

1. synthesize different viewpoints expressed;
2. evaluate information presented in light of his/her beliefs about discipline;
3. create his/her own definition of "discipline".

Module: XII, 2E, 1 Modular Credit _____

Title: A Theory of Discipline

Rationale: Many teachers are demolished in the classroom because they are not able to control the environment well enough for positive experiences to occur. One of the reasons for this is that many teachers are not really sure what they believe about "discipline", and this personal confusion spills over into the classroom. Reading specialists should be able to verbalize their feelings about discipline.

Objective: Given an opportunity to clarify his/her own "theory of discipline", the student will be able to generate a personal list of components in his/her theory and share and discuss this list with peers and instructor.

Learning Alternatives:

1. See packet.
2. Module XII, 2C, 1
3. Workshop on "Discipline"
4. _____

Indicator:

1. List of at least 8 components in student's "theory of discipline",
2. Discussion with instructor and at least four other students to compare and discuss their lists and ideas.

Evaluation: The listing should show that the student can verbalize and explain his/her ideas about "discipline". The discussion should show that the student can:

1. defend his/her ideas
2. relate his/her list to personal experience
3. show sensitivity to the ideas of others in the group.

Packet Contents: one example and possibly forms for student listing.

Packet Material for XII, 2E, 1

"A Theory of Discipline" 655

1. Student behavior is a result of individual needs. If these are not being met, then alternative methods of getting them met will be attempted.

2. The energy that students use to disrupt a situation cannot be stopped. The energy is there and will continue to flow. The secret is to divert the energy, giving it positive avenues for release; trying to stop it will prove to be only a very temporary "solution."

3. It is all right to touch students as a matter of restraint or control. We should also be touching people to show approval of actions that are acceptable and touching should not be used in only negative situations.

4. Respect and friendship go hand in hand, although respect is perhaps the most important factor. Students have to respect you before they can really like you. To play a role of "equal" in a teaching situation is a cop-out.

5. A teacher should set his/her limits early in the game and stick by them. This is not to say that the limits may not be very broad, but wherever they are set, they should be upheld.

6. "The punishment should fit the crime." The actions of a teacher in a punishment situation should be in line with the offense, at a time close to the "infraction", and with a real aim toward the situation ending in a learning experience rather than just a punishment.

7. Teachers must discipline students in a manner which is generally compatible with the mores and norms of the students. To relinquish the discipline role with a group of learners who are used to strict discipline is only confusing and bound to create more problems.

8. Discipline is an on-going attitude. Problems arise generally when they have not been dealt with adequately when they <u>first</u> appeared. Sliding over times when one should deal with a problem will only result in bigger problems later.

9. Teachers must not be overly-rigid to the point of eliminating the human factor. To create a situation which can never be flexible only brings out the rebel in students, and many will attempt to break the mold and expose the teacher's "imperfections."

10. Methods of establishing and maintaining "discipline" in a class should allow students a way to maintain their dignity in the situation. To destroy a person's integrity will be disasterous in the end, for students will join in a common effort to save themselves the same embarrassment.

Module XII, 2E, 2 Modular Credit _____

Title: Strength Training

Rationale: Although strength training might not fall strictly under the umbrella of "discipline", it has so much to do with looking at teacher behaviors and how they affect students that it falls in line with the stated perspective of flowing and continual "discipline".

Strength training will provide you with a chance to test out your teaching behaviors in a "safe" situation in which you will have a chance to diagnose which of your specific classroom actions produce which specific "student" reactions. Strength training is directed role-playing, and well worth the time of any potential reading teacher.

Objective: Given several sessions in strength training, the student will attend and participate in at least four and operate as "teacher" in at least two.

Learning Alternatives:

1. Strength training sessions (to be scheduled)
2. Packet # _____ (contains objectives, activities and tasks involved in strength training.)
3. Videotape # _____ (shows a typical strength training session- you may want to see this before your sessions.)
4. _____

Indicator:

1. Attendence and participation during at least 4 sessions.
2. Participation in at least two sessions in the "teacher" role.
3. Subjective evaluation of instructor as to satisfactory participation and quality of performance.

Evaluation: Student performance in the strength training sessions should show that s(he) is able to:

XII, 2E, 2 cont'd.

1. Adapt behavior from first to second session based on group feedback,
2. Identify peer behaviors responsible for specific feelings during his/her "teacher" role-playing.
3. participate appropriately when assigned a grade level or "pupil role".

Gerry Weinstein, University of Massachusetts

Packet Material for XII, 2E, 2 : STRENGTH TRAINING

Objectives:

1. To become conscious of teacher behaviors and their effects upon students.
2. To expand (one's) repertoire of behaviors for relating to students in the classroom.
3. To develop skill in using student attitudes, feelings and experiences in creating a humanistic learning environment in the classroom.
4. To learn to use oneself effectively in carrying out one's purposes in the classroom.
5. To understand and refine the personal capacities the individual brings to the performance of his role as teacher.
6. To experiment with humanistic behaviors by trying on behaviors to be used in the classroom.
7. To develop a system for monitoring oneself and become an increasingly strong and sensitive teacher.
8. To compare one's 'real behavior' to his idealized self.
9. To evaluate one's own behavior in terms of effect on students and the kind of atmosphere created in the classroom.
10. To develop skill in responding to a stressful situation in a productive manner.
11. To develop skill in creating order and direction in the confused and potentially chaotic milieu of the classroom.

Activities:

1. Discuss the purpose of Strength Training.
2. Discuss the three part operation of the training situation: role playing feedback, role playing.
3. Training situations:

   A trainee is asked to accomplish a teaching task in a simulated situation. Other members of the training group are asked to role-play the students of the teacher's class at whatever level the teacher chooses. The tasks are designed to be stressful in order to allow the trainee the opportunity to operate under pressure.

Tasks:

A. Trainee is asked to introduce herself to class as if it were the first day of school. The trainee is asked to tell students what will be taught during the year and to establish the kind of atmosphere desired in the classroom.

B. The principal of the local high school called you this morning to ask you to take over Miss Jones' class. Here is Miss Jones' lesson plan: look it over for a few minutes and then come into this room and attempt to achieve the objective she has described.

C. Prepare and deliver before the group a five-minute description of your community resources homework.

4. Feedback:

The role players are instructed to respond to the teacher as "children" would react. They are told to ask themselves what they feel like doing as a result of the way in which their teacher is acting, and to do what their feelings dictate. The role-players are continually reminded to respond to the teacher's actions as honestly and as completely as possible.

Categories of feedback:

A. One word/or phrase ratings of teacher, e.g., "nervous", "cold", "unfriendly".

B. Feelings of the students, e.g., "hostility", "cooperative", "desire to challenge the teachers".

C. Behavior which characterize the subject's teaching performance, e.g., "Teacher did not look at individual students when she spoke to them."

5. Role of Facilitator:

A. Give the trainee a comfortable vocabulary with which to talk about her own classroom behavior.

B. Insure that feedback given to the trainee be understandable in the explicit context of present behaviors.

C. Organize feedback so that the trainee is shown how her behaviors are affecting her students.

D. Assist in finding an appropriate means for affecting behavior change.

6. Role-Playing II:

The trainee is afforded choices of behavior and is asked to devise and implement her own alternatives. A new behavior is chosen and the trainee is offered the opportunity to try on the new behavior through another role play and to judge its effectiveness and appropriateness with other trainees.

Module XII, 2E, 3 Modular Credit ____

Title: Role With the Punches

Rationale:

Objective: Given an opportunity to referee or umpire a sporting event with students of your probable teaching level, the student will operate in this role for at least 1 hour.

Learning Alternatives:

1. YWCA
2. YMCA
3. Little League
4. _____

Indicator: Upon completion of the refereeing or umpiring, the student will complete a rationale for this module.

Evaluation: The rationale should show the student is able to:

1. relate the experience to thoughts about "discipline"
2. evaluate personal success in the role of umpire or referee.

Component XII: Survival Skills in Teaching

Competency 3: Reading specialists are able to evaluate their school environments in terms of organizational patterns, defined vs. actual power roles, and "external" influences on school operation.

Module: XII, 3P, 1 Modular Credit _____

Title: "The Way It's Spozed to Be"

James Herndon

Rationale: Schools, like any other organization, have a defined hierarchy which is "The way it's spozed to be". Theoretically, the principal tells the assistant principal, who may tell the head teachers who may tell the teachers who may tell the aides, who may tell the kids. The reality is that most schools have an informal power structure that may or may not complement the one defined.

A vocal teacher may really "be in charge" and be able to get things done; a principal may do bus schedules while his assistant actually runs the school; or there may be a group of teachers whose influence is high. Operating as if the defined structure were the actual one can be disasterous. Reading specialists must be aware of who's actually running the ship.

Objective: Given a) the defined hierarchy and job descriptions, and b) the student's perception of how things really operate, the student will develop charts showing each of these structurally and describe in writing the (in)-consistencies discovered.

Learning Alternatives:

1. Job descriptions for school personnel.
2. Existing charts, if available, of hierarchy.
3. Student perceptions.
4. See packet.
5. _____

Packet Contents: one example of chart format.

Indicator:

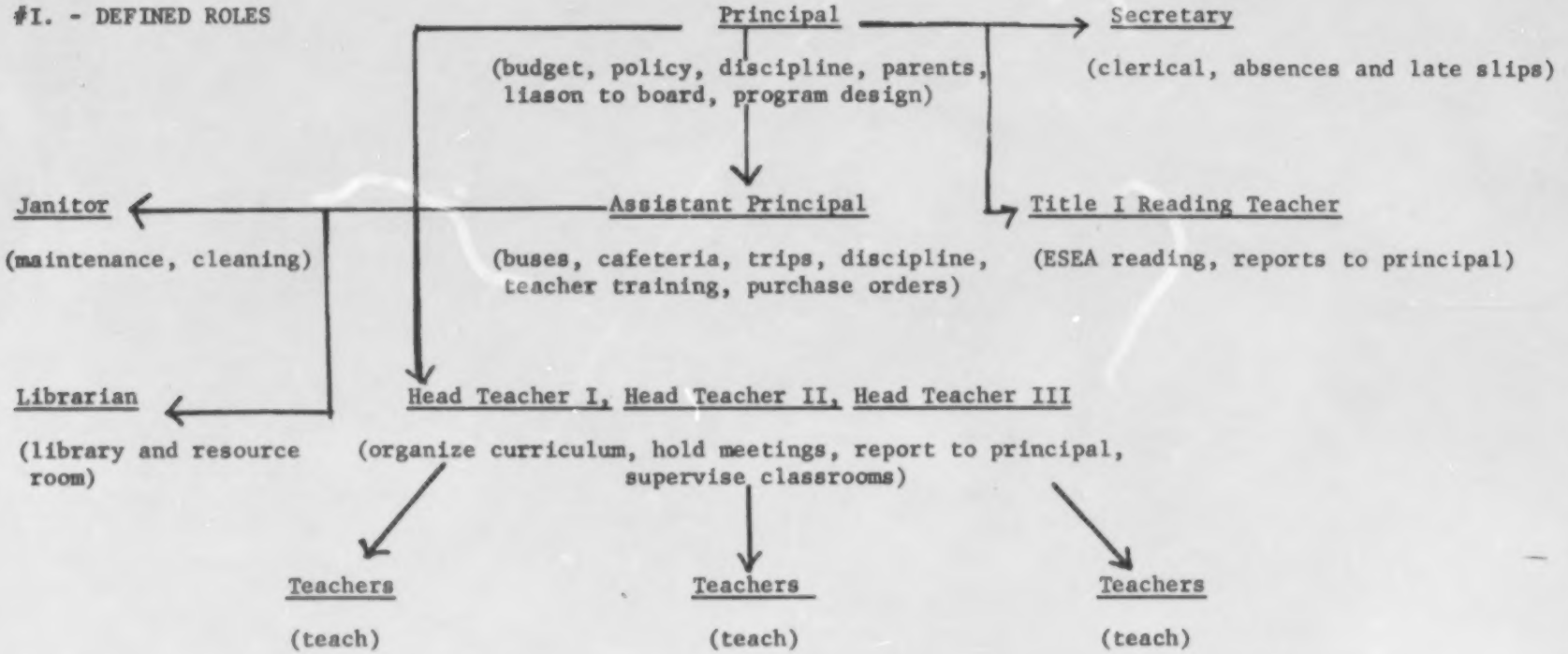
a) chart of defined hierarchy,

b) chart of actual hierarchy,

c) written evaluation of congruence or lack of congruence between the two.

Evaluation: The evaluation should include some description of how the (in)congruities have been observed and how this affects school operation.

#I. - DEFINED ROLES



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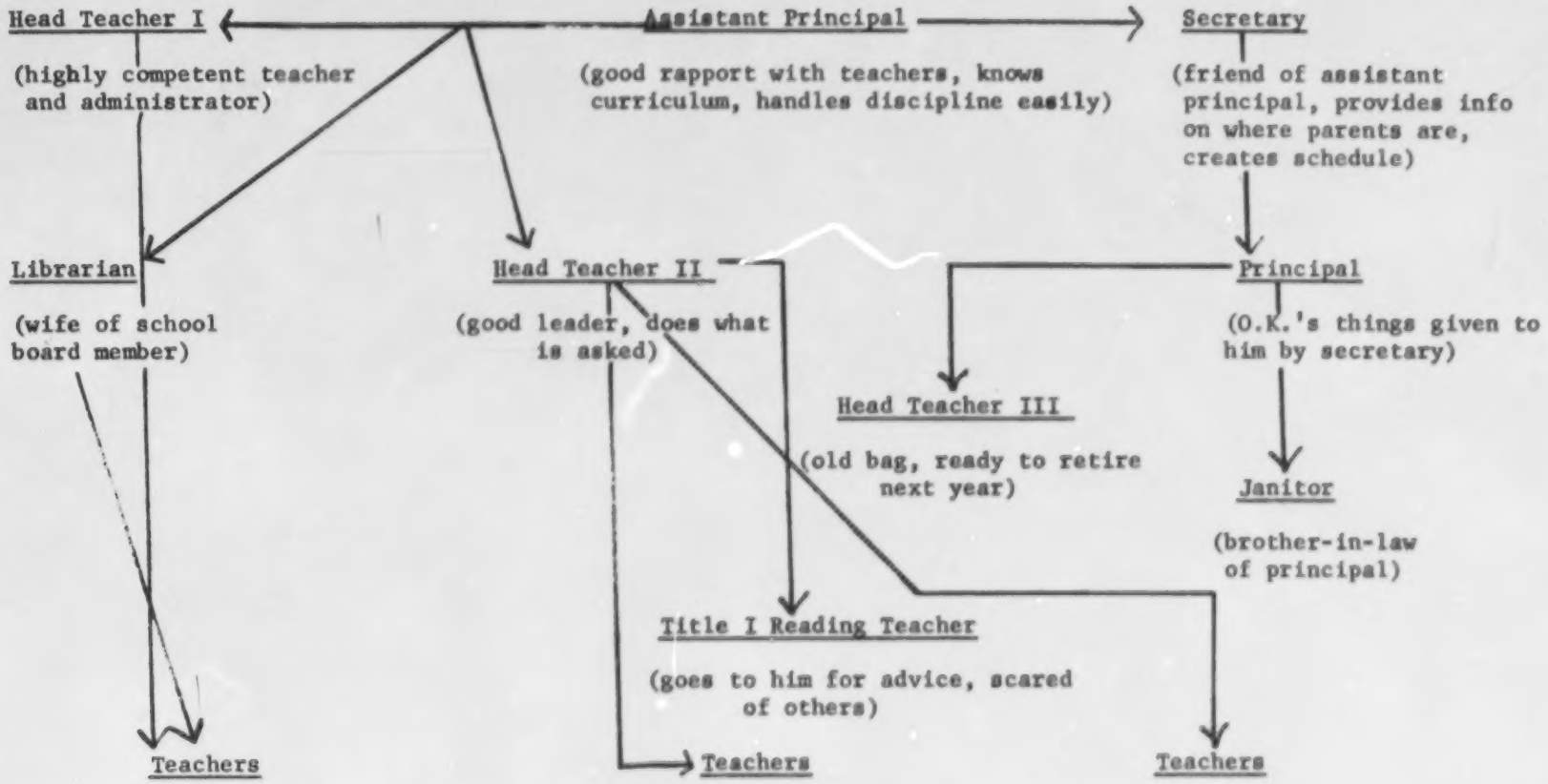
#II- Actual Roles


Head Teacher I
(highly competent teacher and administrator)
Assistant Principal
(good rapport with teachers, knows curriculum, handles discipline easily)
Secretary
(friend of assistant principal, provides info on where parents are, creates schedule)
Librarian
(wife of school board member)
Head Teacher II
(good leader, does what is asked)
Principal
(O.K.'s things given to him by secretary)
Head Teacher III
(old bag, ready to retire next year)
Janitor
(brother-in-law of principal)
Title I Reading Teacher
(goes to him for advice, scared of others)
Teachers
Teachers
Teachers

Packet Material for XII, 3P, 1

Module XII, 3E, 1 Modular Credit ____

Title: Bring It Up to the Board

Rationale: The power of school boards varies greatly in different areas. City boards have different power bases than rural boards, but even this depends on the attitudes and abilities of the people on the board.

The board is, however, one of the influences which must be dealt with, and reading specialists should be aware of it's personnel and power.

Objective: The student will attend a regularly scheduled school board meeting and describe and evaluate what s(he) sees and hears.

Learning Alternatives:

1. Published schedule of board meetings in local paper.
2. _____

Indicator:

1. list of board members, their position on the board, and their occupations.
2. description of board meeting including issues discussed, votes taken, and other significant events.
3. personal evaluation of school board in terms of effectiveness and operation.

Evaluation: Only as stated above.

Module: XII, 3E, 2 Modular Credit ____

Title: Secretors and Janiteries

Rationale: As surprising as it may seem, two of the greatest influences in any school setting can be the secretary and the janitor. With the help and support of these two (or more) individuals school activities can go very smoothly. Without their support, incredible numbers of little roadblocks may appear. It is imperative as a survival skill that reading specialists are able to communicate with and gain the support of these two people.

Objective: Given the secretary and janitor in a school, the student will have at least a ½ hour conversation with each and share with a goup of peers their perceptions about the roles and influences of each in the school setting.

Learning Alternatives:

1. Janitor
2. Secretary
3. _____

Indicator: Group discussion about individual encounters.

Evaluation: Student participation in the group discussion should show that s(he) can:

1. determine the interests and concerns of these two people,
2. perceive their role and influence in the school,
3. make progress in creating a friendly and supportive relationship with each.

Module: XII, 3E, 3 Modular Credit _____

Title: The Overall Picture

Rationale: Neat Book

Objective: Given a book on surviving in the school setting, the student will read the book and do a 1 page critique.

Learning Alternatives:

1. Brubaker, Dale L. and Nelson, Roland, Creative Survival in Educational Bureaucracies, Berkeley, Calif.: Mc Cuthan Publishing Co., 1974
2. _____

Indicator: 1 page critique

Evaluation: The critique should show that the student can evaluate the book in light of its practicality for a reading specialist in any school of your choosing.

Competency 4: Reading Specialists are aware of their legal, contractual, and professional rights and responsibilities.

Module: XII, 4C, 1 Modular Credit _____

Title: Legally Speaking

Rationale: To operate in a situation in which one is not aware of the legal responsibilities on carries is ridiculous. Reading specialists should be aware of their rights and able to apply them to real teaching situations.

Objective: Given information on the legal rights and responsibilities of teachers, the student will synthesize the information into a two page summary and share this information with at least 3 other students.

Learning Alternatives:

1. The Rights of Teachers, an ACLU Rights Book, New York: Dutton Publishers, 1974
2. Ruben, David, The Rights of Teachers, ACLU Handbook, New York: Avon Books, 1972
3. See packet.
4. Schimmel, D. and Fischer, L., The Rights of Teachers, New York: Harper and Row, 1974
5. Take a school law course.
6. _____

Indicator: 2 page summary of major issues involved in the area of legal rights and responsibilities of teachers, and sharing with others.

Evaluation: The summary should show that the student is able to:

1. use at least two resources for information.
2. prioritize important issues and specifics.
3. explain this information clearly with peers.

Packet Contents:

Hoffman, Earl, "Teachers and the Law", in Learning, March 1975, p. 57

Module XII, 4P, 1 Modular Credit _____

Title: What Am I Getting Into?

Rationale: Beginning teachers are usually the least aware of the types of things they should be finding out regarding benefits, responsibilities, and contract information. The major problem seems not to be the fact that the answers are terribly hard to get; it is that so many new teachers don't know what questions to ask.

Objective: Given a list of questions dealing with the job benefits, contract contents, and job responsibilities, the student will answer these in light of a specific school and cite his/her reference for such information.

Learning Alternatives:

1. Contract in effect
2. District Business Office
3. Union Personnel
4. Principals
5. Packet # _____ (contains questions)
6. _____

Indicator: Completed question sheet with source of answer identified. (May be materials or individuals)

Evaluation: The answers should show that the student can:

1. seek answers from appropriate people.
2. be specific in searching out information.

Questions to be answered for XII, 4P, 1 (packet material)

1. CONTRACT:

a) What unions (if any) are involved in negotiation?

b) What are the benefits of each union if more than one?

c) Who is the bargaining agent for teachers?

d) Where are negotiations?

e) How long is a standard contract in terms of years?

Does this ever change?

f) Is there a printed pay scale for the district?

g) How is one evaluated for re-hiring?

How often? By what standards?

Is there a printed form that is used? Can I see it?

h) What is the deal on tenure?

How long before eligible?

i) When is pay day?

Is my salary over 10 months or twelve months?

Do I have the choice?

j) Is there a loyalty statement I have to sign?

Can I see it?

k) How many days are in the contract for 1) actual days in school:

2) personal days: 3) sick days:

4) professional growth days:

l) Is sick leave compoundable over yearly periods?

Is there a limit to how many may be accumulated?

m) Is there a written job description for personnel?

Can I see mine?

n) How are grievences handled?

o) Are a Master's degree or additional credits required for job continuance?

How many credits a year?

p) What is the policy on transfer within the district?

2. RESPONSIBILITIES AND DUTIES:

a) Besides actual teaching, what other duties will I be asked to perform?

1) recess? 2) bus supervision? 3) study hall?

4) chaperone? 5) meetings? 6) sports events?

7) other? 8) other?

b) Are there any jobs available to add to salary? (coaching, tutoring, clubs, etc.)

c) What is the daily schedule?

When are teachers expected to come and go?

d) As a reading specialist, will I be asked to substitute?

How often?

Under what conditions?

3. BENEFITS:

a) Is there a retirement plan? Can it be transfered if I move to another town?

State?

Can I get my money out in the future if I choose?

b) What are the medical benefits available?

Blue Cross?

Blue Shield?

Major Medical?

Who pays for this coverage?

Is there any life insurance policy for personnel?

When does the policy go into effect?

c) Is there a credit union for teachers?

d) What is the policy on sabbaticals and leaves of absence?

e) What other benefits are available?

4. OTHER INFORMATION GATHERED:

Module XII, 4P, 2 Modular Credit _____

Title: Professional Pressures

Rationale: There are great pressures in a teaching situation to conform to the norms that are already established in a school faculty. One of these is often to become a member of one or more professional organizations. In reading, the International Reading Association is the "biggie", but there are also reading associations at a regional, state, and perhaps county basis. Reading specialists should be aware of the benefits that are available in joining any of these and able to evaluate which ones are worth joining.

Objective: Given an opportunity to gain information on and evaluate the goals, programs, and activities of reading associations at various levels, the student will compare at least 3 and stipulate which one(s) s(he) would join.

Learning Alternatives:

1. Write away to the International Reading Association, state, regional, or local associations for program and membership information. (International Reading Association address: 800 Barksdale Rd., Newark, Del. 19711.)
2. Packet # _____ (to be filled with information about various organizations as it is acquired by mail.)
3. Local meetings and conventions.
4. Talk with reading faculty members.
5. _____

Indicator: 1) a one to two paragraph summary of program, goals, and activities for each of at least three organizations; 2) notation as to which one of these would be chosen for membership.

Evaluation: The comparison of organizations should show that the student is able to:

1. generate criteria against which to evaluate different organizations,
2. search out organizations that are actually in the geographic area in which the student feels s(he) might teach.

Module XII, 4E, 1 Modular Credit _____

Title: Measuring Up!

Rationale: Everyone you deal with in a teaching situation will have certain ideas about what a reading specialist should be and do. This is also true of the professional organizations which hand down minimum standards for such roles. It might be interesting to compare yourself to the stipulated standards and note similarities and discrepancies in what "they" say you should do and what you are actually capable of.

Objective: Given the minimum IRA standards for reading specialists, the student will subjectively compare his/her competencies and abilities with the standards stipulated.

Learning Alternatives:

1. Packet # _____ (contains IRA pamphlet: "Roles, Responsibilities and Qualifications: Reading Specialists".)
2. _____

Indicator: 1 - 2 page evaluation

Evaluation: The evaluation should show that the student is able to:

1) assess where s(he) is in terms of stated standards.
2) evaluate the standards set forth.
3) note personal strengths which may not be included in pamphlet but are "your" minimum standards.

Component XII: Survival Skills in Teaching

Competency 5: Reading specialists are able to facilitate their getting a job, starting a job, keeping a job, and/or changing a job.

Module XII, 5P, 1 Modular Credit _____

Title: Getting Ready

Rationale: So much of getting a teaching job has to do with who you know and how much information you can get that is not available publically. That's the reality. There are things you con do, however, to be ready to move when you find a possible slot. They can be done ahead of time and will probably be needed for you to move quickly enough when the time is right.

Objective: Given a resume sample and a resume format, the student will create a resume for him/herself.

Learning Alternatives:

1. Packet # _____ (contains a sample resume with appropriate format.)
2. _____

Indicator: 1. Typed and completed resume.

2. Sharing session with at least 3 others who have done this.

Evaluation:

1. Correct format or suitable alternative.
2. After sharing session, there may be deletions or additions you wish to make.
3. A copy should be put in the packet for others to see.

RESUME FORMAT

Name:

Personal: Birthplace and Date

Address

Telephone

Education: (always start with most current "entry" at the top.)

Positions:

Activities:

Honors:

Organizations:

References: (optional)

You may make some entries (anecdotal) for greater information sharing, or you may find another way to make it interesting and specific to you.

(Sample) Resume

Howard F. Goodguy

Personal:

Birthplace and Date: Boise, Idaho, 7- 14- 53

Address: 11 Broadview Road
Grand Rapids, Michigan 20677

Telephone: 616-745-2312

Education:

1973-1975 Aquinas College, Grand Rapids, Michigan
B.A.: Major: Elementary Education
Minor: Reading Specialist

1971-1973 Farkward Junior College, Ames, Iowa
A.A.: Major: Interior Design

Positions:

1973-1974 (summers) Head lifeguard, Hotentot Country Club, Padukah, Kentucky

1973 Director of Church Youth Group
St. Mary's, Ames, Iowa

1972 Sales clerk, Ward's Department Store
Ames, Iowa

1971 President, Debating Team
Farkward Junior College

Activities:

1975 Editorial Staff, College Yearbook,
Aquinas College

1974-1975 Tutoring- Reading tutor in public school remediation program-
Upstart

1974 Attended IRA convention
Atlantic City, N.J.

1974 Varsity Football, Aquinas College

1972-1973 Drama Club, Farkward Junior College

Honors:

1973-1975	Dean's List, 4 consecutive semesters
1972	Most Valuable Player, Farkward J.C. Basketball Team

Organizations :

International Reading Association
Future Teachers of America

References:

Dr. Milton Knowitall Dept. of Education Aquinas College Grand Rapids, Mich.	Dr. Knowitall was my major advisor and is most knowledgeable about my teaching ability.
Mr. Robert Jones St. Mary's Ames, Iowa	Mr. Jones has knowledge of my ability to organize groups and carry out programs.
Ms. Hiya Flyer Director of Drama Farkward J.C. Ames, Iowa	Ms. Flyer has seen me in diverse roles, and has knowledge of my work with children.

Module: XII, 5P, 2 Modular Credit _____

Title: Defining Your Role

Rationale: The role of reading specialist in a school can be very nebulous and very misunderstood by many teachers, etc. It becomes imperative, if your job is not strictly defined before you, to have staff expectations of your responsibilities correspond with what you actually do. Since this cannot be done until you have the job, present efforts can only be directed at awareness of the problem.

Objective: Given at least 4 teachers in a school which has a reading specialist, the student will interview these four as to their perceptions of the role of the reading specialist, describe similarities and differences in responses, and talk with the reading specialist about findings.

Learning Alternatives:

1. School with a reading specialist.
2. _____

Indicator:

1. Written description of similarities and differences in teacher responses.
2. Conversation with reading specialist.
3. Share with class group your findings.

Evaluation: None.

Module: XII, 5P, 3 Modular Credit ____

Title: Your First Day!

Rationale: Well, there you are. You got the job and yesterday you had two days of preservice, and tomorrow ("Oh, My God!") at 8:15 you get your first kids. What are you going to do?

Objective: The student will be able to create a session plan for the first day which accomplishes his/her goals.

Learning Alternatives:

1. Workshop "The First Day"(to be held on the first day of class.)
2. Paulich, Vita and Eleanor Rosenast, Survival Kit For Substitutes, Citation Press, New York, 1974, pp. 105-110
3. Gray, Jenny, The Teacher's Survival Guide, Fearon Publishers, Belmont, Calif., 1967, chapters 1 and 2.
4. Fisk, Lori and Henry Lindgren, A Survival Guide For Teachers, John Wiley and Sons, 1973, Chapter 9.
5. Harmin, Merrill and Tov Gregory, Teaching Is..., Science Research Associates, 1974
6. _____

Indicator:

1. Stipulated goals.
2. Session plans to meet these goals.
3. Sharing with class group.

Evaluation: The session plans should show that the student is able to:

1. plan activities in line with goals,
2. plan diverse activities,
3. evaluate practicality of plans generated.

Workshop Format: 681

1. Have students clarify what their goals would be for the first day of school.
2. Prioritize lists of goals.
3. Brainstorm activities to meet these goals at each grade level.
4. Decide on format for "session plan" sheets.

Module: XII, 5P, 4 Modular Credit _____

Title: "Ms. Jones, would you take Mr. Carney's Room Today?"

Rationale: If you are a reading specialist, there may be times you are asked to take over a classroom in a pinch! Or, you may end up substituting for awhile before you get a full time position. It might be helpful to have some idea of what that means and what you're going to do in that situation.

Objective: Given information on "Surviving As A Substitute" the student will read this and generate or create a plan and materials needed for one day's substituting at any chosen grade level.

Learning Alternatives:

1. Paulich, Vita and Rosenast, Eleanor, Survival Kit for Substitutes, New York, Citation Press, 1974
2. Talk with people who have substituted.
3. _____

Indicator: Plans and materials for one day substituting at a specific grade level.

Evaluation: The plans should show that the student is able to:

1. devise activities appropriate to grade level.
2. provide avenues for linkage with normal classroom procedure.
3. create materials necessary for plan implementation.
4. plan an interesting, cohesive day.

Module: XII. 3E, 1 Modular Credit _____

Title: Getting Into the Mainstream

Rationale: People have to know you are available too. Most colleges have placement services and ways of scheduling interviews for prospective teachers and employers. You should have your finger in this pie too.

Objective: Given the resources of the college placement office, the student will register with them, become aware of resources and services available, and talk with an appropriate person about getting jobs in education.

Learning Alternatives:

1. College placement office.
2. _____

Indicator: One to two paragraph description of process of registering, resources available, and results of conversation.

Evaluation: None

Module: XII, 5E, 2 Modular Credit _____

Title: The Interview (Ta-da!)

Rationale: Your final hoop before getting a job will either be one or a series of interviews. The interview(s) will probably be the greatest determinant in your chances for getting hired. You should get some experience in this before the real thing.

Objective: Given several opportunities to be involved in the interview process, the student will take part in at least two and participate in evaluation of session with interviewer.

Learning Alternatives:

1. Apply for a job somewhere that requires an interview- go through the interview (you may even want the job.)
2. Workshop in class. Faculty will be available as interviewers.
3. _____

Indicator: 1 paragraph assessment of strengths and weakness brought out by interview.

Evaluation: None.

Module: XII, 5E, 3 Modular Credit _____

Title: Outside Information

Rationale: People in the field may know more about your chances of getting a job than you do. Tap this resource.

Objective: The student will participate in a session in which "getting a job" is discussed with someone in a position to know.

Learning Alternatives:

1. Principals in area
2. Employment people in area
3. Other school personnel.
4. _____

Indicator: None

Evaluation: None

Module: XII, SE, 4 Modular Credit _____

Title: Change- The Art of Pulling Teeth

Rationale: We often talk about changing institutions like schools without a real understanding of the dynamics involved.

Objective: The student will read: The Culture of the School and the Problem of Change, by Seymour Sarason, or Teaching With Feeling, by Herbert Greenberg.

Learning Alternatives:

1. Sarasen, Seymour, The Culture of School and the Problem of Change, New York: Allyn and Bacon, 1971
2. Greenberg, Herbert M., Teaching With Feeling, New York: Pegasus Books, 1969
3. _____

Indicator: Make up a new book "jacket" for either book after reading it.

Evaluation: The "jacket" should reflect student feelings about the books and include enough written information to give a task to the reader of the the book's quality. The jacket may also include

Module: XII, 5E, 5 Modular Credit _____

Title: Games People Play

Rationale:

Objective: Given a board game with ramifications for survival in teaching, the student will play the game with 3 peers and write a rationale for this module.

Learning Alternatives:

1. Risk - A Board Game (Available in resource room.)
2. _____

Indicator: Written rationale for this module linking playing the game and individual learnings and the idea of surviving in teaching.

Evaluation: None.

Module: XII, 5E, 6 Modular Credit _____

Title: The Teacher's Room: The Tar Pits of Teachers

Rationale: Conversation and behavior in the teacher's room of most schools is incredible. A culture is created in which many times the entire communication system is about one of 3 things: a) what kids are bad, and are really causing trouble, b) brownies, new cars, and dinner parties, or c) football, hockey, or high school basketball. This is not always true, of course, but there seems to be forces that pull the interaction that way. To stay out of that tar pit, to not get sucked into the shallowness of that situation takes awareness and integrity.

Objective: Given a chance to observe teacher's room behavior, the student will diagnose the environment and verbal interactions for 20 minutes.

Learning Alternatives:

1. Teacher's Room in a school.
2. _____

Indicator: 2 - 3 page description and evaluation

Evaluation: The description should show that the student can:

1) describe the general atmosphere of teacher interactions in the teacher's room.
2) describe major themes of conversations.
3) generate alternatives for his/her future interactions in such a situation to avoid negative and support positive interaction.

Module: XII, 5E, 7 Modular Credit ____

Title: "These are a few of my favorite things."

Rationale: Psychological survival in teaching has as much to do with how you live outside school as it does with the six to seven hours you put in with learners. Too often there is a tendency to a) stop living fully a life of your own- to spend all your time "transmitting" knowledge and experience without increasing your own or b) let the teaching and the kids become everything- you eat, sleep, and think teaching all the time. Both these traps are dangerous, for unless you are living an interesting, growing, and experiencing life yourself, there will be little chance of teaching others to do it.

Objective: Given an opportunity to diagnose personal needs, the student will be able to state major interest areas, activities s(he) engages in to fulfill these interests, and imagine a weekly teaching schedule where these needs might get met outside school.

Learning Alternatives:

1. Personal needs assessment (to be done in class)
2.
3. Packet # ____ (contains simple example)
4.

Indicator: Statement of:

1. major needs and interests,
2. activities that fulfill these,
3. theoretical weekly schedule of how these might be met.

Evaluation: The listing should show that the student is able to:

1. diagnose personal needs for feeling good and interested
2. convert that to a hypothetical teaching week where activities might take place.

My needs and interests (what conditions make me feel good about myself and involved in life.

1) Physical exercise - basketball, football, tennis, jogging, skating, etc.
2) Availability of cultural events - movies, plays, concerts.
3) Intimacy with others outside teaching - going to a friend's house, taking time to be with people.
4) Hobbies and interests - doing crossword puzzles, reading, watching T.V., listening to records, making mobiles, writing poetry, canoeing, road trips, movement.
5) A need to have a hold on future alternatives - where might I be in 5 years? Do I want to go to graduate school? What's happening in the world outside my town.

Hypothetical Weekly Schedule:

	SCHOOL DAY						
	M	T	W	TH	F	S	SUN
3:00	?	?	SHOPPING + BROWSING	LAUNDRY +	LESSON PLANS, NEXT WEEK	GET AWAY FROM HOUSE - GO: CAMPING OR NORTH OR SOUTH - BE ON THE ROAD	LISTEN TO RECORDS
4:00							
5:00	BASKETBALL				GO TO Pub W. th FRIENDS		READ THE PAPER
6:00				?			
7:00	DINNER	GO Out TO DINNER	?		LISTEN TO MUSIC		GET INTO NEW PLACE
8:00				BASKETBALL			
9:00	READING						DO CROSS-WORD PUZZLE
10:00		?	MOVIE	?	?		
11:00							
or later							

Module XII, SE, 8 Modular Credit _____

Title: Seeing What Your Students See!

Rationale: Too often teachers never see what their kids are seeing and are lost in discussions, references or allusions to experiences or activities that they know nothing about. This could be with elementary kids and Saturday morning cartoons, it could be sports things with older kids, or hanging out on a corner, or a specific restaurant where everyone hangs out - or just about anything. Not to try and be a kid again, but in an effort to understand what input is coming in on kids, teachers should take time to experience and understand what their learners do out of school too.

Objective: Given an opportunity to diagnose at least two things which his/her learners do out of school, the student will plan to put him/herself in these activities.

Learning Alternatives:

1. Saturday morning cartoons
2. High School Basketball Game
3. Hanging out downtown
4. Playing pool
5. New record that everyone digs
6. etc.,etc., etc., .
7. _____

Indicator:

1. The student will submit to the instructor what activities s(he)'s going to try and how this will be accomplished.
2. Student will share with rest of class verbally the experiences and personal learnings.

Evaluation: None

Module XII, SE, 9 Modular Credit _____

Title: How Teachers Fail

Rationale: This mod has to do with one man's perceptions of why teachers fail! It is important because your personality will not change or go away when you enter teaching. You will carry it with you and have its parameters tested more than ever before. Perhaps one might look at conditions that cause teacher failure and see if they match up with personality traits you have now.

Objective: Given the opportunity to diagnose oneself against stated criteria for teacher failure, the student will note personal traits which either are typical or atypical of the criteria stated.

Learning Alternatives:

1. Packet # _____ (contains "How Teachers Fail, A Checklist." By Michael Niflis)
2. _____

Indicator: 2 - 3 page paper

Evaluation: Written evaluation of each of the points in the article with analysis of student feelings about whether these are typical, very typical, or atypical of his/her individual personality. The evaluation should show that the student can equate current behaviors and patterns with possible classroom behaviors in the future.

Component XIII

Presentation Skills

by

David J. Yarington

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Competencies

Component XIII Specific Presentation Skills

1. Reading specialists can ask high level and probing questions.
2. Reading specialists can focus the learner's attention or motivate.
3. Reading specialists can reinforce positive behavior.
4. Reading specialists can use silence and non-verbal cues as a presentation skill.
5. Reading specialists can use stimulus variation.
6. Reading specialists can achieve closure at the end of a lesson.
7. Reading specialists can increase student involvement.
8. Reading specialists can establish rapport with the learner.
9. Reading specialists can use a variety of interviewing techniques.
10. Reading specialists can interact with large groups.

Competency 1: READING SPECIALISTS CAN ASK HIGH LEVEL AND PROBING QUESTIONS.

Module XIII, 1P, 1

Modular Credit_____

Title: Questioning

Rationale: Especially in the area of comprehension reading teachers must know how to get beyond the literal level and into interpretation and critical reading in their questioning technique.

Objective: Given a micro-teaching session with children, demonstrate asking high level probing questions to the satisfaction of a master teacher.

Learning Alternatives:

1. Micro-teaching clinic.
2. General Learning Corporation Micro teaching films and written materials.
3. Davis, Yelon and Alexander, Learning System Design, McGraw-Hill, 1974.
4. Allen,D. and Ryan, K., Microteaching, Addison-Wesley, 1969.
5. Colman, John, The Master Teachers and the Art of Teaching, Pitman, 1967.
6. Hunkins, Francis, Questioning Strategies and Techniques, Allyn and Bacon, 1972.
7. Amidon and Hunter, Improving Teaching, Holt, Rinehart and Winston, 1966.
8. Video taped demonstration of the skill.
9. Carin, Arthur and Sund, Robert B., Developing Questioning Techniques, A Self-Concept Approach, Merrill, 1971.
10. _____

Indicator: Micro-teaching demonstration.

Evaluation: Professors' judgement that skill has been demonstrated.

Competency 2: READING SPECIALISTS CAN FOCUS THE LEARNER'S ATTENTION OR MOTIVATE.

Module XIII, 2P, 1 Modular Credit_____

Title: Focusing Attention

Rationale: This skill is crucial, especially in remedial teaching. Although Component IX deals with motivation in much more detail, this skill brings it all together into the teaching act.

Objective: Given a micro-teaching session with children, demonstrate focusing the learner's attention to the satisfaction of a master teacher.

Learning Alternatives:

1. See 1P, 1
2. _____

Indicator: Micro teaching demonstration.

Evaluation: Subjective judgement of master teacher.

Competency 3: READING SPECIALISTS CAN REINFORCE POSITIVE BEHAVIOR

Module XIII, 3P, 1 Modular Credit_____

Title: Reinforcement

Rationale: Reinforcing positive behavior with just a smile can do wonders. This module gives you a chance to zero in on a crucial teaching skill.

Objective: Given a micro-teaching session with children, demonstrate reinforcing positive behavior to the satisfaction of a master teacher.

Learning Alternatives:

1. See 1P, 1
2. _____

Indicator: Micro-teaching demonstration

Evaluation: Subjective judgement of master teacher.

Competency 4: READING SPECIALISTS CAN USE SILENCE AS A PRESENTATION SKILL.

Module XIII, 4P, 1 Modular Credit_____

Title: Silence

Rationale: This is probably the most fun of the presentation skills. Students become uncomfortable with silence and rush to fill the void, but the clincher is - can you keep quiet?

Objective: Given a micro-teaching session with children, demonstrate the effective use of silence and non-verbal cues to the satisfaction of a master teacher.

Learning Alternatives:

1. See 1P, 1
2. _____

Indicator: Micro-teaching demonstration

Evaluation: Subjective judgement of a master teacher.

Competency 5: READING SPECIALISTS CAN USE STIMULUS VARIATION.

Module XIII, 5P, 1 Modular Credit_____

Title: Stimulous Variation

Rationale: Most kids with reading problems get bored pretty quickly with reading - like activities. The art of stimulous variation keeps things moving from one activity to the next.

Objective: Given a micro-teaching session with a child, demonstrate the use of stimulous variation to the satisfaction of a master teacher.

Learning Alternatives:

1. See 1P, 1
2. _____

Indicator: Micro-teaching demonstration

Evaluation: Subjective judgement of a master teacher.

Competency 6: READING SPECIALISTS CAN ACHIEVE CLOSURE AT THE END OF A LESSON.

Module XIII, 6P, 1 Modular Credit_____

Title: Closure

Rationale: Being able to "wrap up" a lesson so that the student feels he or she has accomplished something is just as important as a neat introduction.

Objective: Given a micro-teaching session with a child, demonstrate the achievement of closure at the end of lesson to the satisfaction of a master teacher.

Learning Alternatives:

1. See 1F, 1
2. _____

Indicator: Micro-teaching demonstration

Evaluation: Subjective judgement of a master teacher.

Competency 7: READING SPECIALISTS CAN INCREASE STUDENT INVOLVEMENT.

Module XIII, 7P, 1 Modular Credit_____

Title: Increasing Student Involvement

Rationale: Students must be/feel involved in a lesson if they are to learn. Practicing this skill also helps in daily conversation and group work.

Objective: Given a micro-teaching session with children, demonstrate increasing student involvement to the satisfaction of a master teacher.

Learning Alternatives:

1. See 1P, 1
2. ___ ___

Indicator: Micro-teaching demonstration

Evaluation: Subjective judgement of a master teacher.

Competency 8: READING SPECIALISTS CAN ESTABLISH RAPPORT WITH THE LEARNER.

Module XIII, 8P, 1 Modular Credit_____

Title: Establishing Rapport

Rationale: Component IX will help with this module. If you've completed that, then any of the strategies would work here. Of course this skill is Number 1 on the list for obvious reasons.

Objective: Given a micro-teaching session with a child, demonstrate establishing rapport with the learner to the satisfaction of a master teacher.

Learning Alternatives:

1. See 1P, 1
2. _____

Indicator: Micro-teaching demonstration

Evaluation: Subjective judgment of a master teacher.

Competency 9: READING SPECIALISTS CAN USE A VARIETY OF INTERVIEWING TECHNIQUES.

Module XIII, 9P, 1 Modular Credit_____

Title: Interviewing

Rationale: Teachers often interview both kids and parents to elicit a variety of types of information.

Objective: Given micro-teaching sessions with both a parent and a child, demonstrate interviewing techniques to the satisfaction of a master teacher.

Learning Alternatives:

1. See 1P, 1
2. _____

Indicator: Micro-teaching demonstration

Evaluation: Subjective judgment of a master teacher.

Competency 10: READING SPECIALISTS CAN INTERACT WITH LARGE GROUPS.

Module XIII, 10P, 1 Modular Credit_____

Title: Group Talk

Rationale: Everyone is uptight about talking in front of a large group. The more we do it, the less uptight we become.

Objective: Given a large group of adults chosen by you, demonstrate in a two minute talk, that you can communicate to the large group to the satisfaction of a master-teacher.

Learning Alternatives:

1. See 1P, 1

2. _____

Indicator: Large group, 2 minute presentation.

Evaluation: Subjective evaluation of a master teacher.

Component XIV

Sexism and Racism

by

William R. Schreck Jr.

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COMPONENT XIV - SEXISM AND RACISM

Competency 1: Reading specialists are aware of and sensitive to the problems of sexism.

Competency 2: Reading specialists are aware of and are sensitive to the problems of racism.

Competency 3: Reading specialists are knowledgeable of and capable of dealing with dialects, other standard English.

Competency 1: READING SPECIALISTS ARE AWARE OF AND SENSITIVE TO THE PROBLEMS OF SEXISM.

Module XIV, 1C, 1

Title: Sexism in Children's Literature

Rationale:

Because of the very early and impressionable age at which children first listen to stories and then read them, it is imperative that the children be presented with unbiased literature. Reading teachers should be cognizant of those books which are sexist in attitude and those which are not.

Objective:

Given information on sexism in the schools and in children's literature, the student will investigate three or four of the selections listed and report on these in a 1-2 page summary of each.

Learning Alternatives:

1. "Bibliography on Sexism in the Schools"
2. Little Miss Muffet Fights Back (available from Feminists on Children's Media, P.O. Box 4315, G.C.S., N.Y., N.Y. 10017, 75c, 1971).
3. A Child's Right to Equal Reading, by Verne Moberg (NEA Publication, Washington, D.C.)
4. _____

Indicator:

Report on at least three or four of these selections in a 1 or 2 page summary of their contents.

Evaluation:

The papers should include instances taken from specific children's books of both sexist and non-sexist material, as well as an accompanying explanation, together with a summary of salient points derived from this investigation.

BIBLIOGRAPHY ON SEXISM IN THE SCHOOLS and In Children's Literature and Textbooks

Anon. "The Chairperson Calls this Debate on Womankind to Order," Read: The Magazine for Reading and English, XXI, 6, Nov. 19, 1971. A mocking discussion of the origin of such words as "mankind" and "history."

Feminists on Children's Media, "A Feminist Looks at Children's Books, "School Library Journal, January, 1971, pp. 19-24. An examination of some highly regarded fiction for children--books which have won the Newberry Medal or have been recent recommendation of the Child Study Association or the American Library Association.

Feminist on Children's Media, Little Miss Muffit Fights Back, (P.O.Box 4315, Grand Central Station, New York, N.Y., 10017) 1971. Bibliography of 48 pp. recommending non-sexist children's books. 50¢ plus self-addressed 4 x 9½ " envelope plus 16¢ postage.

Fisher, Elizabeth, "The Second Sex, Junior Division, "The New York Times Book Review, Part II, May 24, 1970, p. 6. An incisive investigation of picture books. (Appears also in Women's Liberation: Blueprints for the Future ed. Sooke Stambler, pp. 89-95, N.Y.: Ace Books, 1970.)

Frisof, Jamie Kelem, "Textbooks and Channeling," Women: A Journal of Liberation Fall, 1969, pp. 26-28. An analysis of five modern social studies textbooks for grades 1-3.

Hellbrun, Carolyn G., "All Pregnant Girls Have Boy Babies, " The New York Times Book Review, Part II, Nov. 8, 1970, p. 8. An essay review describing the portrayal of pregnant teenagers in several recent books for young adults.

Heyn, Leah, "Children's Books," Women: A Journal of Liberation, Fall, 1969, pp. 22-25. A discussion of sex stereotyping in books for young children.

Howe, Florence, "Liberated Chinese Primers"(Lets write some too). Women: A Journal of Liberation, Fall, 1970.

Howe, Florence, "Sexual Stereotypes Start Early." Saturday Review, Oct. 16, 1971.

Nusen, Aileen Pace, "Women in Children's Literature," College English, May, 71 A survey of 1951-70 winners and runner-up in Caldecott Award competition. Reprinted by the National Council of Teachers of English in a volume called A Case for Equity, 1971

Stavn, Diane Gerscul, "The Skirts in Fiction About Boys: A Maxi Mess," School Library Journal, January 1971. A description of the portrayal of girls and women in books popular with boys.

Trecker, Janice Law, "Women in United States History High Schools Textbooks, " Social Education, March, 1970. An extensive documentation of the women who do appear in history books.

U'Ren, Marjorie, Image of Women in Textbooks," Woman in Sexist Society: Studies in Power and Powerlessness, ed. Vivian Gornick and Barbara K. Moran, pp. 218-225, N.Y. Basic Books, 1971. The findings of a study of 30 recently published elementary school textbooks adopted or recommended for use in public schools .

Weitzman, Lenore J. and Deborah, Elizabeth Hokada, Catherine Ross,"Sex Role Socialization in Picture Books for Pre-School Children," paper read at the American Sociological Association, September, 1971; to be published in American Journal of Sociology, May, 1972. Or write to authors at Institute of Governmental Affairs, UC/Irvine. Irvine, California, 95616 for a xeroxed copy: enclose $2.50.

Women on Words and Images - A Task Force of Central, N.J. Central NOW, Dick and Jane as Victims, 25 Cleveland Lane, R.D. 4, Princeton, N.J., 08540, $1.50. A lengthy and detailed report on the 15 most widely-used series of elementary school readers.

Schumacher, Dorin, "Changing the School Environment: A Progress Report," unpublished paper about parental challenge to sex bias in schools. Write to author at 6384 Jackson St., Pittsburgh, Penn., 15206.

Spinks, Sarah, "Sugar and Spice" This Magazine is About Schools, summer, 1969, pp. 59-78. Discussion of sex role socialization of children. Copies available for 2.50 from Johnson Reprint Corporation, 111 Fifth Ave., New York, N.Y., 10002.

Trecker, Janice Law, "Woman's Place in the Curriculum," Saturday Review, October 16, 1971.

Compiled by Florence Howe and Carol Ablum, SUNY, College at Old Westbury, Box 210, Old Westbury, New York, 11568. We welcome additions and inquiries.

Module: XIV, 1C, 2

Title: Sex Role Stereotyping in School Texts and Readers

Rationale: "We believe that it as essential for every girl to be educated to her full potential of human ability as it is for every boy, with the knowledge that such education is the key to effective participation in today's economy and that, for a girl as for a boy, education can only be serious where there is expectation that will be used in society. We believe that American educators are capable of devising means of imparting such expectations to girl students." From the National Organization for Women. The purpose of this module is to develop in the prospective teacher the ability to detect sexist attitudes in texts and readers before presenting them to students.

Objective: Given the article "Sex Role Stereotyping in Elementary School Readers" , the student will read and study the main tenents of the article and summarize in a short paper the main ideas presented.

Learning Alternatives:

1. "Sex Role Stereotyping in Elementary School Readers"
2. Annotated bibliography on Sex-role stereotyping.
3. _____

Indicator: A short paper (2-3 pages) presenting the main ideas promulgated in the above mentioned article, and/or in one of the articles listed in the bibliography.

Evaluation:

The summary should include those salient points which the student thinks to be most important, each of these points must be elucidated in the student's own words.

SEX ROLE STEREOTYPING IN ELEMENTARY SCHOOL READERS

According to the statement of purpose adopted at the organizing conference of the National Organization for Women in Washington, D.C., October 29, 1966:

"We believe that it is as essential for every girl to be educated to her full potential of human ability as it is for every boy, with the knowledge that such education is the key to effective participation in today's economy and that for a girl as for a boy, education can only be serious where there is expectation that it will be used in a society. We believe that American educators are capable of devising means of imparting such expectations to girl students."

Are American educators taking the potential of girl students and their expectations seriously? A study of elementary school textbooks carried out by the Central New Jersey Chapter of N.O.W. indicates that they are not. It further indicates that girls are being actively demotivated as participants in the life and work of the nation by the concepts conveyed in the books they read in school.

An introductory essay entitled, "A Message to the Teachers from the Authors" in Lippincotts' Basic Reading Program refers to the rewards of learning to read:

"First, there is the great satisfaction of mastering a skill in an orderly fashion. The reward emulating the grownups, for whom reading is obviously very important, is the long-range goal, but the skill itself is reward and delight to the beginner. On top of this delight in learning for itself we seek to regard the young learner with amusing or exciting stories as fast as we have words for them."

In a total of 144 readers examined from fifteen reading series and ranging from primer to sixth grade level, there are 881 "amusing and exciting" stories centering round boys to 344 stories centering round girls. This represents 72% boy-oriented stories to cater to 49% of small boys in the elementary school population.

Similarly, there are 282 stories centering round adult males to 127 stories centering round adult females. There are 131 biographies of famous men to 23 biographies of famous women.

In the early grade readers the olest child in a family is always a boy. Boys are associated with making, earning, learning, playing active games, romping with dogs and helping their fathers.

Girls are associated with helping their mothers or brothers, playing with kittens, getting into minor forms of trouble of beir helped out by their brothers. Patterns of dependence, passivity and domesticity ar apparent. Story lines from Scott Foresman's first three primers go as follows:

"Boy sets up carnival act. Boy teaches dog to jump for food. Boy solves problem of keeping mother's floors clean. Boy solves problem of runaway dog. Boy plays ball. Boy uses magnet to solve problem for girl. Boy builds car, girls interfere." Story lines for girls go:

"Girl is frightened by older brother. Girl is helped by older brother. Girls play with Teddy and kitten. Girl is helped by older boy. Girls solve their own problem (this is very unusual). Girl mistakes cat on television for her own kitten. Girl goes shopping with mother. Girl helps mother choose books. Girl paints picture of cat."

In Book One of the same series boy story lines begin to offer specific achievements for boys as well as contacts with adults outside the home:

"Boy finds policeman's button and returns it. Father mends boy's sled and they go off together to ride it (leaving Mother at home). Boy wins race with renovated sled, Boy helps to deliver groceries. Boy waits for postman, longs for letter, learns of new boy on block and makes friends. Boy on farm befriends pony."

Girls in the same book have no outside contacts or achievements other than shopping expeditions. They begin to show tendencies to minor stupidities and mishaps.

"Girls boast of new dresses, find they are identical. Girl goes shopping for mother and forgets where her pocket is. Girl goes shopping, drops apples, forgets eggs. Girl loses bunny, boy finds it for her. Girl longs for her own telephone call, finally gets one from mother, calling the children home. Girls make corn patties, chickens eat them."

In Harper and Row's Basic Reading Program, "Around the Corner," Primer Level, a girl wanting to "do something different" is taken on a shopping expedition to buy her brother some new T-shirts. A little lamb asks her mother what she can be, and mother replies: "Some day you will be a sheep. A mother sheep, just like me! That is what you can be."

Derogatory comments directed at girls in general are common in all series. Thus, in the Ginn Basic Reader Book Six, a girl gets lost in London, with the comment: "Girls are always late." In the Harper and Row Basic Reading Program, Primer Level, page 45, we find: "Look at her, Mother, just look at her-she is just like a girl. She gives up."

In the same series: "Get lost," said Ann, "I am just a girl, but I know enough not to do that." Also: "you cannot write and spell well enough to write a book. You are just two little girls." Finally: "Let a girl do the starting? Not a chance!" and "That's right, Fatty, let a girl do the work!"

It is accepted in the reader universe that to denigrate girls is a satisfactory sign of masculinity in small boys. The effects of this attitude on girls themselves is not considered.

Mothers in all the series read, are occupied with domestic cares and services. In illustrations they wear skirts, smiles, short neat hairdos and aprons, and they often carry trays of cookies. Sometimes they drive cars. In one Bank Street Reader a working mother is found (but only in a school food line) and in a Harper and Row Book Five story a fat unhappy bully is described whose problem, by implication, is that his mother works and is not at home to welcome him after school. (p. 107) "Martin had never minded, or anyway, not very much, and it wouldn't have mattered if he had minded, because the Hastings family needed the extra money she made." This child conflicts in the story with a 'good' boy whose mother is at home every day to give him cookies and milk. The implicit social judgment is unmistakable.

Mothers are never shown doing independent work of their own or coming back to the family after some personal expedition. They are described as emotional and unreasonable. Thus in S.R.A.'s "The Purple Turtle", page 95: "My mom says, ' Don't, you'll mess your shirt'." And on page 152: "Roger's mother wept, afraid that her son would be eaten. But Roger was a brave boy." Also: Mam's face was sad, and her voice was soft. "Do not worry, Mama!"

In "A King on a Swing" in the same series, page 28: "Mom will be mad. She'll yell at me, she'll spank me." (this boy is speaking to his father) Also: "You know, if you are bad Mom will spank you." Mothers are shown as disciplinary and repressive, fathers as the bringers of fun and stimulation. Fathers never display emotion, even anger is not represented. Father is a beloved bringer who never loses his cool.

In Harper and Row's Book G, under the chapter heading, "Boy's Adventures" an extreme of anti-mother feeling is reached. The story is told of Ronald Amendson as a small boy whose father dies. "Ronald was left with his mother. She was a determined woman. But he was determined too." She wants him to become a doctor, but he wishes to be an explorer. In the end she dies, and this event releases him to do as he wishes. Teachers' notes to this story include the question to the class: "Is twelve years old too young to plan for your future?"

Girls are never found planning for their futures, but at the fourth, fifth and sixth grade levels boys begin to look forward to manhood. Earning and achievement become increasingly important. Quotes of specific incentives to manhood include the following:

"Camping out, eh?" said the tall man, "Get more like your father every day. He would have been here fast, but he couldn't have come faster than you did." (Lippincott's Basic Reading Program, Book G, page 247) Also: "In a family, when a boy does his work well, perhaps he can earn his wish". (Girls are never paid for domestic chores.)

Boys begin to control their emotions and quotes like the following begin to appear: "He would go over the falls on his foot, standing like a man. He would not cry out like a little boy for help." (Laidlaw Brothers 4th grade reader)

Geographical range becomes important for boys while girls remain domestic or neighborhood in their settings. Thus, in the Ginn basic readers, story lines go as follows:

"Boy visits Moon base with father. Puerto Rican boy starts business with his grandfather. Farm boy does ' a man's job' harvesting corn after his father is injured. Arab boy rescues a lamb. Lapp boy does 'a man's work'in a wolf hunt. Canadian boy learns a skill...a boy is really getting to be a man when he learns to handle a kayak."

In the Ginn Basic Readers Book Five we find a boy who shoots a grizzly: "Pa had left him to be the man of the house. Here was the dead grizzly to prove that he had been worthy of the trust." On the other hand, when a mother settler shoots a wolf in Lippincott's Series Book G (her husband is away from home), she says modestly, "It wasn't hard, the wolf was a good target against the snow."

In Ginn's Book Five again a boy has a flood adventure during a picnic: "You did dangerous thing, bringing that boat across the flodd, and a brave thing. You acted like a man."

Biographies of men often show that progression from boyhood ambition to manly achievement. Thus in Lippincott's Basic Reading Program Book E we find Buffalo Bill: "Even when he was a little boy of five he had learned to ride a horse. By the time he was eight he was an expert rider." Kit Carson in the same book excapes

some bears in a hunt. "When Kit was a small boy he wanted to be a hunter and trapper. His father had taught him how to shoot straight." Parallel incentives for girls are totally lacking.

Sometimes little girls take it upon themselves to play little mother and encourage their brothers to achieve. Thus, in Lippincott's Basic Reading Program Book D, page 30, a girl convinces a boy that needs to learn to read: "You need reading and writing and numbers for almost everything. A salesman must be able to write his orders. He must add up his bills." She mentions mechanics and painters with similar needs. Her own future needs are not considered.

In Harper and Row's Basic Reading Program Book Five an attempt is made to handle the problem of female adulthood. A girl comes across an old house in which she finds traces of a woman who once lived there. She examines a girlhood protrait and a fan and an adult portrait. These are her thoughts: "She'd had cheeks like speckled eggs and a merry look despite her serious lips. How had she become a woman who used the fan? How had a girl who looked so honest and everyday fit in with a fan that looked like moonlight, music and romance? This tomboy Netta had managed to grow up and still stay her own self...Katie wasn't sure what she herself meant by womanhood. Well, she'd find out in time..the important thing was that a tomboy girl had handled growing up. "If she could do it, I can do it too," Katie nearly shouted."

The message is that growing up for a girl involves a mysterious metamorphosis from a merry tomboy to a romantic woman, with a veiled hint at loss of identity in the process. The next book in the series, a sixth grade reader, has no girl centered stories in it at all.

A story in the Ginn Basic Reader describes a girl who impersonates a boy and rides the pony express, having always longed to be a boy. A bandidt captures her but lets her off on discovering her sex, He says, "It is always wisest for girls to be happy that they are girls." Do educators take it for granted that boys are unlikely to be dissatisfied with their status as boys? It is clear that being a girl in our present social climate requires a certain resignation!

In Houghton-Mifflin's "Looking Ahead", Book Four, we find: "Agnes was 10 years old, but she still thought that playing Jack-in-the-box would be fun. Since however, she was the only girl in the family, she knew she should help her mother." Boys by contrast feel no sense of obligation to help their fathers. They desperately long to do so, since this means added status and brings them closer to the desirable state of manhood.

In biographies of famous women the facts of achievement are often qualified in some way, such as this in Harper & Row's Book TE: Annie Oakley says of Frank Butler, "He's the finest looking man I ever saw. I wish I didn't have to beat him."

In the Ginn Basic Reader, female achievement is shown as freakish and exceptional, thus in Book Five: "From the very beginning Amelia Earhart was different from other little girls! Also: "Except for one thing, Maria Mitchell seemed like any other young girl on Nantucket Island, " The point is made in the story that Maria Mitchell had to put the kitchen in order first before she could study the stars. Another quote illustrates the derogatory attitude to female achievement which is widespread in those readers: "You did alright, for a girl, ridin' the Pony Express."

The numbers and variety of adult males in different occupations shown in all readers contrasts strongly with the members of female adult in different occupations. In D.C.Heath's primer series Book Two, adult males include: Father, store owner, postman, fireman, policeman, zoo keeper, ice cream man, a clown, railway conductor, sheep farmer; Women in this book include Mothers, grandmother. Where adult females appear, throughout the series read, they tend to be in a supervisory or service relationship to a child, or the wives of warying male figures.

In Scott Foresman's Book Five (Vista) an extreme in female exclusion is reached. Male minor characters include explorers, scientists, naval commanders, submarine commander, forest rangers, a king, a gancho, a pilot, a school principal, a railroad inspector and various fathers. No female minor characters appear, although there is one story involving two silly girls who hold a progressive lunch and two female biographers, one of a brave doctor (frontier) and the other an eight section biography of Helen Keller. Female exclusion became more acute as the grade levels rise. In Harper and Row's sixth grade reader there are no girl-centered stories at all.

Fairy tales offer examples of pretty heroines rewarded for their looks and sweet dispositions by marriage to princes, but as far as achievement goes, Hansel says to Gretel: "Don't worry, sister, I will take care of you." (Lippincott's Book G) The message is that females are good so long as they are pretty, and that age and ugliness are synonymous with evil. Snow White, Cinderella, Beauty and the Beast and many others illustrate traditional attitudes of male possessiveness towards the lovely young female, coupled with fear and mistrust of the older woman. Such stories are part of our cultural picture and cannot be eliminated from school curricula, but they do require interpretation and understanding. Myths such as Pandora's Box which express man's fear of "female evil" must be discussed in depth and explained.

In spite of many good intentions American educators are in fact directing female children into those subordinate occupations and attitudes which most closely serve the short-term conveniences of an adult male hierarchy. It is no wonder that rates of academic and other forms of achievement show a sad falling-off among women. The female population of this country has internalized Charles Kingsley's sentiment:

"Be good, sweet maid, and let who will be clever!"

November, 1970
Elizabeth Hagon
Central New Jersey Chapter, N.O.W.

A Report compiled by the Central New Jersey Chapter of N.O.W.

In this brief and by no means inclusive bibliography, we have listed a few of the more important books and articles that we have used as references and sources, and we have also tried to include books and collections that are now in manuscript form and therein go beyond current bibliographies.

For background on women's movement both Feminism. The Essential Historical Writings edited by Miriam Schnler (New York: Random House, 1972) and Up From the Pedestal, edited by Aileen S. Kraditor (Chicago: Quadrangle Books, 1968) provide the historical contact in which women have struggled for full human rights and include fine selections of the writings of those women who have led such struggles.

For sociological interpretations of the current position of women and an understanding of how and why women are anxious to change their status, Eva Figes' Patriarchial Attitudes (New York: Stein and Day, 1971) and Elizabeth Janeway's Man's World, Women's Place: A Study in Social Mythology (New York: William Morrow, 1971) should be included.

Sisterhood is Powerful, An Anthology of Writings From the Women's Liberation Movement, edited by Robin Morgan (New York: Random House, Vintage, 1970) includes a wide span of women's writings, from experiential to empirical, with authors ranging from black women and high school students to aging women. Also Black Woman edited by Toni Cade (New York, Signet, 1970), provides a much needed perspective on minority women.

There are interesting points of view from all sides and some amusing reading in the Congressional Hearings of the Committee on the Judiciary on the Equal Rights for Men and Women amendment prior to its passage in 1972. Copies can be ordered from the U.S.Government Printing Office in Washington, D.C.

The winter, 1972 issues (8, No. 1) of the Massachusetts Review (Amherst, Mass.) is devoted to women. Included are Bella Abzug on politics, Anais Nin on feminism, P. lasser on women in the labor movements, Cynthia Wolff on women in literature, and Ann Halley with flectional account of women in graduate school.

A new interdisciplinary journal Women's Studies, currently being put together, will be an important contribution as a "forum for presentation of scholarship and criticism about women in the fields of literature, history, art, sociology, psychology, political science, economics, anthropology, law and sciences." For more information write the editor, Wendy Martin, Department of English, Queens College of the City University of New York, Flusshing, New York.

There are some educational journals that have devoted entire issues to sex bias in education. "Women and Education" a special issue of School Review, (February, 1972), is a collection of articles on the socialization of women both in and out of schools. There is ample coverage of the socialization process in young children and some analysis of the role of women in higher education in it. Unfortunately, it has no discussion of women at the high school level.

"Women in Education", a special issue of Edcentric 3 (December 1971), offers some excellent articles, including Roberta Salper on "The Theory and Practice of Women's Studies": and Anne Sutherland Harris on "The Second Sex in Academe": The Feminists on Children's Media on "Sexism in Children's Literature". This issue also includes a list of women's groups and pertinent publications. Again, there is no information on high school women.

Although in the issue devoted to "Sex Differences and the School," the National Elementary Principal 46 (November, 1966), the perspective is decidedly not a feminist one, some valuable information is presented. Two articles in this issue that are particularly helpful are "Teacher Interactions with Boys and Girls," by Pauline Sears and David Feldman, and "Sex Differences in Children: Research Findings in an Educational Context," by Patricia Minuchin.

There are a number of articles that analyse sexism in children's books. In "Male and Female in Children's Books - Dispelling All Doubts," by Mary Ritchie Key, in the American Teacher (February, 1972), a variety of studies concerned with sex typing in school readers is summarized. Janice Trecker's "Women in U.S. History Texts," Social Education 35 (March, 1971)presents an excellent analysis of women, and of the lack of them, in high school history books. "A Feminist Look at Children's Books," by The Feminists on Children's Literature, School Library Journal 17 (January, 1971) offers one of the best discussions of this topic.

"Sex Discrimination in the Elementary School," by Myra and David Sadker, National Elementary Principal, (October, 1972) gives a succinct review of the various forms of discrimination that affect the elementary school girl.

"Discriminating Against the Pregnant Teacher," sponsored by NEA DuShane Emergency Fund Division and found in Today's Education 60 (December, 1971), is a brief but informative discussion of various forms of discrimination against pregnant teachers as well as a description of court actions in progress.

Report on Sex Bias in the Public Schools (Education Committee, NOW, New York, 1971) is an excellent compilation of data collected from elementary and secondary schools throught New York City, as well as some pertinent discussion of the way sex bias operates in schools. This report consists of articles on segregation, sex stereotyping in school readers, sex education, guidance, personnel, and administration, as well as recommendations for change. It also includes letters from parents and teachers concerning sexism and excerpts from court testimony of high school women who have experienced discrimination.

For a fascinating account of the work of a small group of people interested in a non-sexist sexist education for their children, Let Them Aspire can be ordered from editor Marcia Federbush, 1000 Cedar Bend Drive, Ann Arbor, Michigan, 48105.

Conspiracy of the Young by Paul Lauter and Florence Howe describes channeling and tracking of young people and has a chapter concerning "The Female Majority" (New York: World, Meridian paperback, 1970).

College Influences on the Role Development of Female Undergraduates, by Carole Leland and Marjorie Lozoff and published by the Institute for the Study of Human Problems (Stanford University, January 1969, Ed 026 975) surveys two decades of research on the educational, occupational, and sociopsychological development of undergraduate and adult women. It offers an excellent review of the literature in this area.

For a comprehensive report on women in higher education, there is the Status of Academic Women by Lora Robinson, published by Review 5, ERIC Clearinghouse on higher Education (Ed 048 523). This report includes three parts: Section I presents reviews of Academic Women by Jessie Barnard, The Woman Doctorate in America by Helen Astin, Women and the Doctorate by Susan Mitchell, and Women As College Teachers by Jean Henderson. Section II consists of fifty-four annotated campus reports that cover employment conditions for women. Section III describes twenty-five projects, including committee, task forces, and study groups formed to collect and disseminate information on employment conditions for women at various academic institutions and within various professional organizations.

Academic Women on the Move, edited by Alice Rossi and scheduled for publication late in 1972 (New York: Russel Sage Foundation), will be a collection of the writings of people with intriguing ideas about education. Included are articles by Florence Howe, Jo Freeman, Helen Astin, Alan Rayer, Bernice Sandler, and Alice Rossi.

For some hard, statistical information on where the female fits into academe, three research reports issued by the American Council on Education provide access to some figures that, because there are breakdowns according to sex, provide fuel for independant interpretations and research. They are The American Freshman National Norms for Fall 1971 6, 6 (1971); The American Graduate Student:A Normative description (1971); and College and University Faculty: A Statistical Description 5, 5 (1970). Copies can be ordered from the ACE office at 1 Dupont Circle, Washington, D.C.

A look at the contribution of women to education is the intention of Dauntless Women in Childhood Education 1856-1931, to be published in 1972 by the Association for Childhood Education International.

In addition to the above there are several selected bibliographies available. There is, for example, a bibliography of literature on, by, and about women in Sisterhood is Powerful, mentioned above. Also, the Library Journal of September, 1971 has a fine annotated bibliography divided into categories such as "Economic and Legal Status" and "Mythology and Psychology".

Know Press, which publishes reprints, has an extensive list of articles on various issues, which can be ordered from KNOW, Inc. P.O. Box 10197, Pittsburgh, Penn. 15232. KNOW is also distributing the invaluable Female Studies Guide, as well as a series of course syllabi and bibliographies on women.

Women's Studies Abstracts is a new venture, first edition coming out in Winter, 1972, which will be published quarterly. It can be ordered from P.O. Box 1,Rush, New York, 14543.

A list of liberated reading for children is called Little Miss Muffet Fights Back and can be obtained from Children's Media Project, PO Box 4315, Grand Central Station, New York. "Reducing the Miss Muffet Syndrome: An Annotated Bibliography," by Diane Stavn, School Library Journal, 18 (January 1972) offers another selection of nonsexist children's books. A number of other lists are also available.

A bibliography of articles that discusses Sexism In Children's Books, compiled by Florence Howe and Carol Ahlum, is available from the Clearing House on Curriculum, SUNY College at Old Westbury, Old Westbury, New York 11568.
And finally, the Women's Bureau of U.S.Dept. of Labor, Washington, D.C. provides a list of publications from Supt. of Documents, Pamphlets, Careers.

Module XIV, 1P, 1 Modular Credit_____

Title: Sexism: Belief in Superiority

Rationale: "Sexism refers to all those attitudes and actions which relegate women to a secondary and inferior status in society."

Objective: Given a "shadow" program (designed to facilitate the study of sex-roles), the student will participate in this program and write a brief paper reporting on at least two "subjects" presented below.

Learning Alternatives:

1. A housewife with at least two children at home.
2. A working woman (with a regular, full-time job)
   a. with children
   b. without children
3. A woman who is now doing a job formerly done by males only.
4. A man who is doing a job formerly done by women only.
5. _____

Indicator: 2-5 page paper discussing "shadowing" at least two of the above people.

Evaluation: The report should include specific examples of instances in which a person was relegated to a role against his/her will or preference in the matter as well as examples of instances where this occurs.

Module XIV, 1P, 2 Modular Credit_____

Title: Recognition of Sexism in the Classroom.

Rationale:

In order to combat sexism in the classroom, it must first be detected. This module is designed to develop an understanding of classroom attitudes which betray a sexist bias, eg., role assignation on basis of sex, etc.

Objective:

Given opportunities to detect sexism in the classroom, the student will participate in one of these and present a short paper describing information obtained and personal learning.

Learning Alternatives:

1. Classroom observation: spend a day in a kindergarten or other classrooms.

2. Reading group observation: using principles of transactional analysis, note instances of sexism.

Indicator:

Present a short, written report (2-5 pages) explaining sexism as it is seen in the classroom situation.

Evaluation:

The brief paper should include any instances of sexism on the part of the teacher or the students and/or instances wherein the teacher or students seemed determined to avoid sexist attitudes.

Module XIV, 1P, 3 Modular Credit_____

Title: Reducing Sexism in the Classroom

Rationale:

It is not enough for the professional educator to merely say that he/she deplores sexism. A person's value system depends not on what he/she states are his/her values, but rather on acting on those values. The student should be capable of devising, creating and communicating a classroom presentation for a specific grade or reading level with a view toward effectively reducing sexist attitudes.

Objective:

Given alternative experiences designed to facilitate classroom presentations on sexism, the student will complete one and present specific evaluation materials indicated.

Learning Alternatives:

1. Write several learning objectives, together with alternative activities for classroom use, which attempt to reduce sexist attitudes.

2. Tape record a presentation of the above and discuss it with the instructor.

3. Write a book report on one sexist and one non-sexist children's literature book.

4. Write a lesson plan for presenting a non-sexist children's literature book to a particular grade or reading group.

5. _____

Indicator:

Present material (whether story, lesson plan or tape) to instructor.

Evaluation:

Emphasis should be placed on presenting a complete, professional effort.

Module XIV, 1P, 4 Modular Credit_____

Title: Sexism in Textbooks

Rationale: "Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language, or if they show women only in stereotyped roles with less than the full range of human interests, traits, and capabilities." (Scott, Foresman and Co.)

Objective: Given material on "Sexism in Textbooks", the student will read the materials and develop a paper synthesizing the ideas presented and personal learning.

Learning Alternatives:

1. Scott, Foresman & Co., "Guidelines for Improving the Image of Women in Textbooks", read and study the contents.
2. "Harper and Row Author's Guide",read and study the contents.
3. Discuss one or other of the selections listed above with classmates or the instructor.
4. _____

Indicator: Present a 2-3 written page report summarizing the articles above.

Evaluation:

The summary report (2-3 pages) should include the most important items mentioned and personal learnings.

Module XIV, 1E, 1 Modular Credit_____

Title: Sexism and Sensitivity Module

Rationale: Sexism is a topic which has been widely discussed. It would seem the duty of every educated person to be acquainted with the issue of sexism, to develop a clear understanding of sexist attitudes and to be able to communicate this understanding.

Objective: Given numerous experiences which will aid in developing the skills stated above, the student will take part in at least 2 and present an evaluation of these experiences in a relevant manner.

Learning Alternatives:

1. Pretend to be a single/divorced woman and apply for a loan from a bank (for a car or a home)
2. Interview an active feminist.
3. Keep a journal or create a photographic essay.
4. Study the lives of famous women who have made considerable contributions to society in the past but have been ignored because of sex discrimination.
5. Listen to the recording of "Free To Be You and Me" (by Marlo Thomas and Friends, Bell Stereo, 1110).
6. _____

Indicator: Relevant evaluation through papers, tapes, collage, etc.

Evaluation:

The evaluation should not only delineate the most important ideas discovered, but it should include in the student's own words the attitudes promulgated by the experience.

COMPETENCY 2: READING SPECIALISTS ARE AWARE OF AND SENSITIVE TO THE PROBLEMS OF RACISM

Module XIV, 2C, 1 Modular Credit_____

Title: Realizing the Impact of a White, Racist Society on Persons From Minority Groups

Rationale: All white people born and raised in the United States are racist until they prove otherwise by their actions and attitudes. How does a white individual find out if he/she is racist or not?

Objective: Given the book, The Autobiography of Malcolm X, write a paper enumerating and explaining the elements which existed in the life of Malcolm X which made his growth and development as a person more arduous because of his being Black in a White, racist society.

Learning Alternative:

1. Read: Malcolm X, the Autobiography.
2. _____

Indicator: Present paper to instructor.

Evaluation:

The paper should show that the student is able to:

1. list those racist elements existing in the life of Malcolm X which inhibited or mitigated against his becoming his own person.
2. define and explain each of these elements.
3. which of these elements are still observable today?
4. how did reading this book affect your feelings
   a. toward Malcolm X?
   b. toward Black people?
   c. toward White-dominated culture?
   d. toward other persons of color?
5. what was the primary benefit of your having read this book?

Module XIV, 2C, 2 Modular Credit_____

Title: Recognizing Racist Attitudes

Rationale: In order to evaluate attitudes, it is well to examine another point of view on the subject. How can the white majority in the United States understand the point of view of someone from a minority group?

Objective: Given the character of Bigger Thomas in Richard Wright's, Native Son the student will develop and understanding of the various aspects of the racist climate and the attitudes and assumptions of the white society described in the novel, which caused Bigger to act in the way he did.

Learning Alternatives:

1. Read and evaluate Richard Wright's novel, Native Son.
2. Read and discuss Native Son with classmates.
3. Read and discuss Native Son with instructor.
4. _____

Indicator: Short paper listing as many as possible of the racist attitudes of the white characters in the novel.

Evaluation: Paper should include:

1. characterization of Bigger Thomas
2. influence of white society (its moves and attitudes) upon Bigger Thomas.
3. a discussion of how many of these attitudes are present today:
    a. to a greater or lesser extent?
    b. where primarily are these attitudes found.
    c. among whom? which groups?

Module XIV, 2C, 3 Modular Credit_____

Title: Racial Attitudes in Society

Rationale: Much has been written in world literature regarding racism. It would seem the duty of every educated person to be acquainted with the various points of view presented by authors on this vital subject.

Objective: Given the racism reading list, read one book and note the racial attitudes described.

Learning Alternatives:

1. Read one book and note the racial attitudes found in the book.
2. Read and discuss one book from the reading list with a group of classmates or with the instructor.
3. Read and compare any two books from the reading list.
4. _____

Indicator: Present a written report in which an author's views on racism are dealt with in one of the books on the reading list.

Evaluation: Paper will be a review of the racial aspect of the book clearly, supported by relevant examples from the text. The paper should be concluded with a statement of personal opinion of the text.

Racism:

Literature

Malcolm X. Autobiography.
E.M.Forster. A Passage to India.
Kenyatta, Tomo. Facing Mt. Kenya.
Dinesen, Isak. Out of Africa.
Fanon, Frantz. The Wretched of the Earth.
Paton, Alan. Cry, The Beloved Country.
Paton, Alan. Too Late the Phalarope.
Davidson, Basil. Africa in History.
Achebe, Chinua. Things Fall Apart.
van der Post, Laurens. The Lost World of the Kalahari.
Turnbull, Colin. The Forest People.
Brown, Claude. Manchild in the Promised Land.
Brown, Dee. Bury My Heart at Wounded Knee.
Cleaver, Eldridge. Soul on Ice.
Ellison, Ralph. Invisable Man.
Lee, Harper. To Kill a Mockingbird.
Baraka I. (LeRoi Jones) Home. (Immamu Baraka)
Baraka I. (LeRoi Jones) Dutchman.
Morris, Willie. North Toward Home.
Baldwin, James. Go Tell It on the Mountain.
Baldwin, James. Another Country.
Wright, Richard. Native Son.
Wright, Richard. Black Boy.
Greenlee, Sam. The Spook Who Sat By the Door.
Chapman, Abraham. Black Voices, An Anthology of Afro-American Literature.
Douglas, Frederick. Narrative of the Life of Frederick Douglas, An American Slave.
Walker, Alice. In Love and Trouble. Stories of Black Women.
Hughes, Langston. Book of Negro Folklore.
Weinberg, Meyer. W.E.B. DuBois: A Reader.
Gregory, Dick. Nigger.
Meaddough, R.J. The Death of Tommy Grimes.
Moody, Anne. Coming of Age in Mississippi.
Kelley, William Melvin. A Drop of Patience.
Baldwin, James. Nobody Knows My Name.
Russell, Bill. Go Up for Glory.
Clarke. John Henrik. American Negro Short Stories.
Braithwaite, E.R. To Sir, With Love.
Grier, Wm. H. & Cobbs, P.M. Black Rage.
Hansberry, Lorraine. A Raisin in the Sun.
Killens, J.Oliver. Black Man's Powder.
Washington, Booker T. Up From Slavery.

literature - con't.

Vassa, Gustavus. The Interesting Narrative of the Life of Oloudah Equiano, or Gustavus Vassa. London, 1789.

DuBois, Dusk of Dawn.
ed. Multi-Ethnic Literature-Afro-Amer., Amer. Indian, Asian-Amer., Mexican-Amer.
Houghton Mifflin, Co., Boston.

Miller, Charles W. A Gathering of Ghetto Writers: Irish, Italian, Jewish, Black and Puerto-Rican. N.Y.U. Press: 1972.

Ludwig, Edward & Santibanes, James. The Chicanoes: Mexican-American Voices. Penguin.

Simmen, Edward. The Chicano: From Caricature to Self-Portrait. Mentor. The Cool World.

Module XIV, 2C, 4 Modular Credit_____

Title: Racial Attitudes in the Classroom

Rationale: A great deal has been written with regard to racism in education. It is the obligation of the prospective teacher to be cognizant of this unfortunate plague on United States society.

Objective: Given a list of books pertaining to racism in education, read one and write a one page paper on it.

Learning Alternatives:

1. Read one book and note the most important elements of racism discussed by the author.
2. Read one of the books from the list and discuss it in an interracial group.
3. Read and discuss a book from the list with the instructor.
4. _____

Indicator: Present a written book report on one of the books on the reading list elucidating the primary points regarding racism referred to by the author.

Evaluation: Paper should include complete statements of and explanations of the author's main points regarding the issue of racism in education.

Readings for Teachers

Foster, Herbert L. Ribbin', Jivin' and Playin' the Dozens.

Moore, William Jr. Against the Odds.

Clark, K.B. Dark Ghetto: Dilemmas of Social Power.

Herndon, J. The Way Its 'Spozed To Be.

Horn, T.D. Reading for the Disadvantaged. 1970.

Knowles, L. & Prewitt, K. Institutional Racism in America. 1969.

Kohl, H. 36 Children.

Lindenmeyer, O. Black History: Lost, Stolen or Strayed. 1970.

NCTE (pamphlet) Discovering American Dialects.
(cf. 1111 Kenyon Road, Urbanna, Illinois.)

Shuy, R.W. "A Checklist of Regional Expressions"
cf. Discovering American Dialects.

Dennison. The Lives of Children.

Module XIV, 2P, 1 Modular Credit_____

Title: Detecting Racism in a Given Locale

Rationale:

To deal with the problems of racism effectively in the classroom, the well-informed teacher will be knowledgeable about the area in which he/she is teaching.

Objective:

Given an interaction experience involving whites and blacks, described below, note the reactions of others in a one-page paper.

Learning Alternatives:

1. Two classmates of different racial origin should seek information about their renting an apartment in the area, being careful to note the realtor's reaction.

2. An interracial couple could enter a jeweler's and pretend to look at engagement rings, noting the proprietor's reaction.

3. Several classmates could role-play the two situations listed above for the benefit of the rest of the class.

4. _____

Indicator:

If either alternatives 1 or 2 are chosen, write a report summarizing what took place; if the third alternative is chosen, submit the script to the instructor.

Evaluation:

The reports and/or script should include exact descriptions of what precisely was overtly or covertly racist by underlining the salient passages.

Module XIV, 2P, 2 Modular Credit_____

Title: Detecting Racism in the Classroom

Rationale:

Race discrimination in a school is sometimes seen and sometimes not. At times it is horrifyingly blatant and obvious; at other times it is covert, subtle and incidious.

Objective:

Given a white and black teacher, observe the teacher and note overt and covert racism in the classroom setting.

Learning Alternatives:

1. Observe a minority group teacher with a predominantly white class; then observe a minority teacher in a predominately minority group class.

2. Observe a white teacher in a predominately white class; then observe a white teacher with a class composed primarily of minority students.

3. _____

Indicator:

Present a paper in which the two classroom situations are compared and contrasted with regard to racial attitudes on the part of all concerned.

Evaluation:

The Paper should include as many examples as possible of specific instances in which the teachers were involved in race-related situations; a summary should include an effort to evaluate the teacher's performances.

Module XIV, 2P, 3 Modular Credit_____

Title: Racism in the Schools: Overt and Covert.

Rationale:

Race discrimination in a school is sometimes seen and sometimes not. At times it is horrifyingly blatant and obvious; at other times it is covert, subtle and incidious.

Objective:

Given a school with white and minority teachers, interview them on the topic of racism.

Learning Alternatives:

1. Interview and tape record both a white and a minority guidance counselor in a school and note their evaluation of the racial problems in the school.

2. Interview and tape record two teachers in the same school, one white, the other from a minority group, and assess any divergence in their estimation of the seriousness of racial problems in their school.

3. _____

Indicator:

Present a written report describing your findings.

Evaluation:

The written report should include:

a. the questions asked of both parties, eg., "Are the teachers in this school racist?"

b. a report of the attitude toward race of both parties, with examples from tapes.

c. a delineation of points of divergence of opinion, if any.

d. a statement of the primary lesson learned from this exercise.

Module XIV, 2P, 4 Modular Credit_____

Title: Racism in the Schools' Administration

Rationale:

Racism predominates in our society and, consequently, our schools unfortunately reflect this attitude. Recognizing racism on the practical level is an imperative ability for all teachers.

Objective:

Given white and minority school administrators, detect and describe how racism exists on the practical level in the day-to-day operation of a school.

Learning Alternatives:

1. "Shadow" a white person in charge of discipline in a school, that is, follow them throughout their professional day, observing their performance.

2. "Shadow" both a minority and a white person in charge of discipline in a school and contrast their performances.

3. "Shadow" a minority person in a position of authority in a school.

4. _____

Indicator:

Prepare and present a written report of the "Shadow" experience which touched on racism.

Evaluation:

Paper should include an explication of the attitude toward the issue of racism of the person shadowed; examples from particular incidents which involved race; a conclusion which includes the student's reaction to:

a. the educator shadowed.
b. the experience of shadowing.
c. what the student learned from the experience.

Module XIV, 2P, 5 Modular Credit_____

Title: Reducing Racism in the Classroom

Rationale: It is not enough for the professional educator to merely say that he/she deplores racism. A person's value system depends not on what he/she states are his/her values, but rather on acting on those values.

Objective: Given a school classroom, devise and communicate a series of classroom presentations for a specific grade or reading group with an end toward effectively reducing racist attitudes.

Learning Alternatives:

1. Given the newsletters of the Foundation for Change, Inc. (1619 Broadway, N.Y., N.Y. 10019) using any issue from September 1973 to the present develop a class presentation on:

    a. Puerto Ricans

    b. Chicanos

    c. Native Americans

    d. Blacks

    e. Women

    f. Institutional Racism

2. _____

Indicator: Present four of these six lesson plans to your instructor.

Evaluation: Lesson plan should be as comprehensive as possible, using audio-visual aids as well as activities which involve the students actively participating as much as possible.

Module XIV, 2E, 1 Modular Credit_____

Title: Racism: Belief in Superiority

Rationale: Racism is the ingrained belief of the superiority of one race over other races. In the United States, the White race is the dominant race and in the position of power. This power is used to oppress minority groups.

Objective: Given the game, Starpower , play it and gradually come to understand our individual attitudes and feelings in relation to power and how we use it.

Learning Alternatives:

1. Play the game Starpower.
2. After the game discuss your feelings about the game with:
   a. those in your group; and,
   b. those not in your group.
3. Discuss your feelings as you played the game with a classmate or your or your instructor.
4. Keep a record of your feelings as you progressed through the various stages of the game.
5. _____

Indicator: Present a short paper stating your opinion of the Starpower game.

Evaluation: Paper should present your views of the purpose and objectives of the game as well as an assessment of its effectiveness.

Competency 3: READING SPECIALISTS ARE KNOWLEDGEABLE OF AND CAPABLE OF DEALING WITH DIALECTS OTHER THAN STANDARD ENGLISH

Module XIV, 3C, 1 Modular Credit_____

Title: Black English Vernacular

Rationale: The phonology, syntax and lexicon of any given dialect may be thought to be incorrect usage by the speaker of another dialect; however, since everyone speaks at least one dialect, it should be noted that dialect differences are not "wrong" but merely different.

Objective: Given the reading list on dialect, read one selection to develop an understanding of dialect variation in Language in general, and to get an acquaintance with the linguistic features of Black English Vernacular in particular.

Learning Alternatives:

1. From the reading list entitled "Dialect: B.E.V.", read one of the selections.

2. Read a selection and discuss it with a reading teacher who:
   a. is aware of the information re. differences in dialect; and,
   b. is not aware of the information in the selection.

3. Read and discuss a selection with the instructor.

4. _____

Indicator: A written report reviewing the author's more salient points and explaining them in detail.

Evaluation: The paper should be organized around the main ideas set down by the author, examples from the text should be utilized as support data.

Dialect: B.E.V.

Dillavo, J.L. Black English

Labov, William. "Academic Ignorance and Black Intelligence" Atlantic Monthly, June 1972.

Sledd, James. "Bi-Dialectalism: the Linguistics of White Supremacy" English Journal, Dec. 1969, Vol. 58, No. 9.

Smitherman, Geneva. "White Teacher, How Come You Be Doin' the things You Don't Do?" English Journal, (Dec. 1969, Vol. 58, No. 9)

Module XIV, 3C, 2 Modular Credit_____

Title: Zero Copula: A Dialect Feature of Black English

Rationale: A regular occurrence in Black English Vernacular is the absence of a form of the verb "to be", eg., "Where my book" is translated as "Where is my book" in Standard English.

Objective: Given the "zero copula" example, the student will develop an understanding of and a familiarity with grammatical differences in dialects spoken in the United States, their function and translation to and from B.E.V. to S.E.

Learning Alternatives:

1. Devise and write a mini-lesson for a specific grade or reading level.
2. Present a lesson to speakers of Black English Vernacular; assist them in learning the "zero copula" feature of B.E.V., its function and translation.
3. _____

Indicator: Present to instructor:

a. written copy of the lesson; and,

b. copies of the children's written work.

Evaluation: Mini-unit must include:

a. def. of syntactical feature "zero copula".

b. words of presentation and explanation.

c. examples used, exercises and techniques utilized.

Module XIV, 3C, 3 Modular Credit_____

Title: Regional Dialects

Rationale: As part of the prospective reading teacher's professional training, he/she must be aware of regional as well as social differences in dialects in the U.S.A., that is, the realization that no one word for a given item is inherently better or worse than any other word.

Objective: Given the "Checklist of Regional Expressions" the student will develop an understanding of regional dialects.

Learning Alternatives:

1. Read: Shuy, R.W. "A Checklist of Regional Expressions" (Discovering American Dialects, N.C.T.E., Champaign: 1967, pp. 18-24) and write on a separate sheet of paper the word or expression he/she would use for each of the 100 items on the list.
2. Discuss the list of regional terms with classmates.
3. Interview persons from different regions of the country and record their responses to selected words or phrases from the Checklist.
4. _____

Indicator: Written list of students own equivalent terms presented to instructor.

Evaluation: List should indicate student:

a. knows, understands what regional dialects are

b. attitude of students demonstrates that no one word is inherently better or worse than any equivalent term.

Module XIV, 3E, 1 Modular Credit_____

Title: Dialect: An Introduction

Rationale: The phonology, syntax and lexicon of any given dialect may be thought to be incorrect usage by the speaker of another dialect; however since everyone speaks at least one dialect, it should be noted that dialect differences are not "wrong" but merely different.

Objective: Given the recording "The Dialect of the Black American", the student will develop an understanding of dialect differences and of Black English Vernacular in particular.

Learning Alternatives:

1. Listen to: "The Dialect of the Black American", (a recording produced and distributed by the Western Electric Co., Community Relations Organization - 195 Broadway, New York, N.Y. 10007) and discuss the recording with the instructor.
2. Listen to the recording and discuss it with classmates.
3. Listen a second time and compare notes with first hearing.
4. _____

Indicator: A written report to be submitted to the instructor.

Evaluation: The written report should cover:

a. discussion of main ideas gleaned from the recording;
b. definition of dialect;
c. uses of dialect in minority community;
d. importance of retaining dialect while learning Standard English (use example from Scotland found on the recording);
e. need for bi-dialectal speakers in today's society;
f. an explanation of dialect differences and cross-dialectal interference;
g. effect upon young students of a teacher who understands his/her dialect and about dialect differences not being "wrong".

Module XIV, 3E, 2 Modular Credit_____

Title: Understanding About Black English Vernacular

Rationale: "Teacher-student and student-teacher communication depends upon the student's and the teacher's ability to understand what each is saying to the other."

Herbert L. Foster, Ribbin', Jivin' and Playin' the Dozens. p. 117.

Objective: Given the Jive Lexicon and Verbal Communication Problems" chapter of Foster's book, the student will determine his/her position regarding his/her attitude toward the speech of his/her students.

Learning Alternatives:

1. Read Ch. 4, "Jive Lexicon and Verbal Communication Problems" (of Herbert L. Foster's Ribbin', Jivin' and Playin' the Dozens) and note the important information.
2. Discuss the chapter with a speaker of Black English
3. Dfscuss this chapter with an interracial group of classmates.
4. _____

Indicator: The student will write a one-page (typed) position paper exposing his attitude toward the speech/language of minority students.

Evaluation: The student is able to:

a. define Black English
b. define phonology
c. define lexicography
d. compare phonology and lexicography.